LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 10/13/2026
(BR: 104-25/26)
TERM: 2027-2032

VALOR ACADEMY MIDDLE SCHOOL

A BRIGHT STAR SCHOOL

PETITION FOR THE CHARTER RENEWAL OF VALOR ACADEMY MIDDLE 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 Middle School (also referred to herein as "VAMS," "Valor Middle," "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:	Brian Perry
• The contact address for the Charter School is:	9034 Burnet Avenue, North Hills, CA 91343
• The contact phone number for Charter School is:	(818) 830-1700
• The current address of the Charter School is:	9034 Burnet Avenue, 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:	5th – 8th
• The grade level(s) are	5th – 8th
• The total enrollment capacity will be:	530

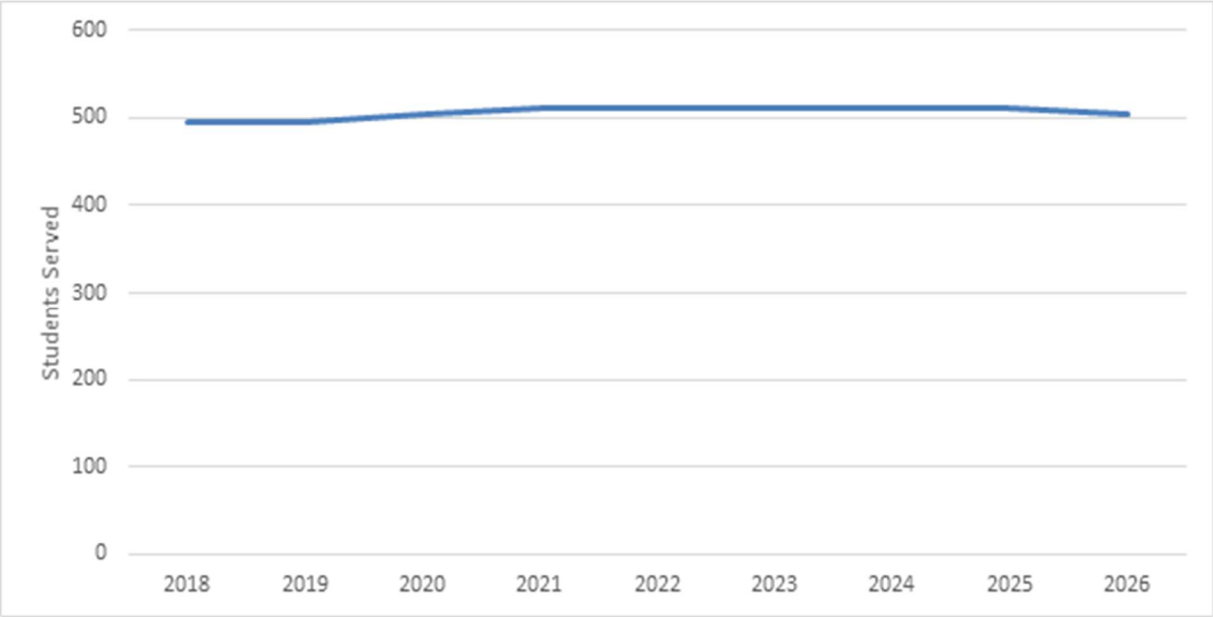
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year will be:	Traditional
• The regular bell schedule (e.g., daily hours) for the Charter School will be:	8am – 3:10pm
• The term for this charter shall be from:	July 1, 2027 – June 30, 2032

1.2: Self Reflection for Charter School

Valor Academy Middle School is a Bright Star school serving students from 5th to 8th grades in the North Hills East neighborhoods of Los Angeles, CA and operates on the cluster model, with Valor Academy Elementary School ("VAES") serving transitional kindergarten (TK) through fourth grade, VAMS serving 5th - 8th grade, and Valor Academy High School ("VAHS") serving 9th - 12th grades. Thus, students will have the option of a full TK-12th grade experience of high-quality education in the North Hills & Panorama City neighborhoods. VAMS sits in LAUSD's Board District 6, Region North and is located in a vibrant neighborhood, filled with community,
culture, and history.

Valor Academy Middle School serves as a strong option for families in the San Fernando valley that offers exemplary culturally sustaining student experience and rigorous academics. For the past 8 years, Valor Academy Middle's enrollment has remained stable at about 500, with long waitlists, because families trust and value our approach in meeting the needs of the whole child. In the TK-12th grade pathway, VAMS serves a pivotal time of our students' adolescence that prepares them for high school. We are confident the Charter School's middle school program is a necessary bridge to secondary success. In 2026 Valor Academy High School, where the majority of our students attend, was designated a CA Distinguished School.

Valor Academy Middle School's Census Day Enrollment



Source: Census Day Enrollment 2018-2025, U.S. Census Bureau, www.censusreporter.org

As middle school educators, we are fully cognizant of the unique needs of adolescent students, and for this reason we have made intentional decisions around including strong socio-emotional programming as a key component in our Charter School. Through our socio-emotional learning ("SEL") program, Compass, students develop the emotional awareness to be able to identify their emotions and express themselves with authenticity. As they voice who they are, this includes interests like sports, STEM, the arts, for example. As they navigate the developmentally appropriate balance of who they are as individuals with feeling like they belong within the collective, we support them with school spirit weeks, school-wide competitions, self-selected clubs, and enrichment classes like art and theatre. At VAMS, we are committed to nurturing, fostering, and supporting these passions. VAMS has thrived at incorporating these interests by including enrichment activities for students to apply their learning, such as having a Theatre performance season with multiple performances for each grade level, Winter and Spring music concerts for each grade level, various themes for school spirit weeks, national cheerleading competitions, and playing multiple sports, participating within local associations.

VAMS has created strong partnerships with families in order to understand their needs. Qualitative and quantitative data show that many of our families face a combination of struggles at home. According to the California School Dashboard, over 92% of our families qualify for free or reduced priced meals. In partnership with our Community School Manager and focus groups, families have also expressed needs for gainful employment, transportation, basic household needs, health concerns, and family dynamic hardships. However, above all, families

expressed high hopes for success, concerns about community safety, desire for quality education, emotional well-being, and the importance of access to resources.

In order to support our students and their diverse interests, VAMS offers a variety of engaging events to support a strong school culture. Events such as Back to School Night, Career Day, Student-Led Conferences 2-3 times per year, Suicide Prevention Family Night, Math Night, Literacy & Art Night, Dia de Los Muertos Community Night, Life Experience Lesson Family Meetings Sexual Health Family Night, End of Year Testing Family Night, Drug Awareness Family Development, Sports Awards Night, and After School Showcases all offer a variety of different programming to engage all families.

To support our student population, the majority of which is socioeconomically disadvantaged, VAMS offers all students free breakfast and lunch daily, along with an after-school snack for those in the after-school program. In pursuit of embracing a community schools model, VAMS also hosts community event throughout the year where we invite community partners to connect with our families to provide various resources. VAMS has also partnered with a community health organization which conducted free eye exams and provided free eyeglasses wherever needed. The after-school program at VAMS, which runs daily until the early evening, is often a lifeline for working families who work late and need for their youth to be safely engaged after school hours. VAMS also offers access to resources and information. Resources are distributed in both Spanish and English. Office staff and many staff members are able to step in and translate if needed. VAMS also has certified Spanish oral language interpreters for individualized education program ("IEP") team meetings whenever necessary. Our goal is always that families know that they are always welcome and that every event is language accessible.

All Bright Star schools will work to develop the socio-emotional skills of students 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, and more information regarding the recruitment and professional development received are highlighted in the Teacher Recruitment and Professional Development sections of this charter.

Valor Academy Middle School is a Bright Star school serving high school students in the North Hills and Panorama City neighborhoods of the San Fernando Valley. According to 2023 data from the CensusReporter.org, our immediate neighborhood, identified by zip code 91343, has a population just over 60,000 with 58.4% identified as Hispanic, 20.4% white, 13.6% Asian, and 3.9% African American. 26.4% have a bachelor's degree or higher, and the median household income is $81,430. Valor Academy had a student population of 510 during the 2025-2026 school year and will remain close to the Charter Capacity of 530 in the following school years. According to the California Dashboard and internal data, 92.5% of students identify as Hispanic, 1% African American, 2% White, 3.1% Filipino, and .4% Asian. 92.7% are considered

economically disadvantaged, 17.1% of students have an IEP, and 26.5% of students are classified as Multilingual Learners ("MLLs").

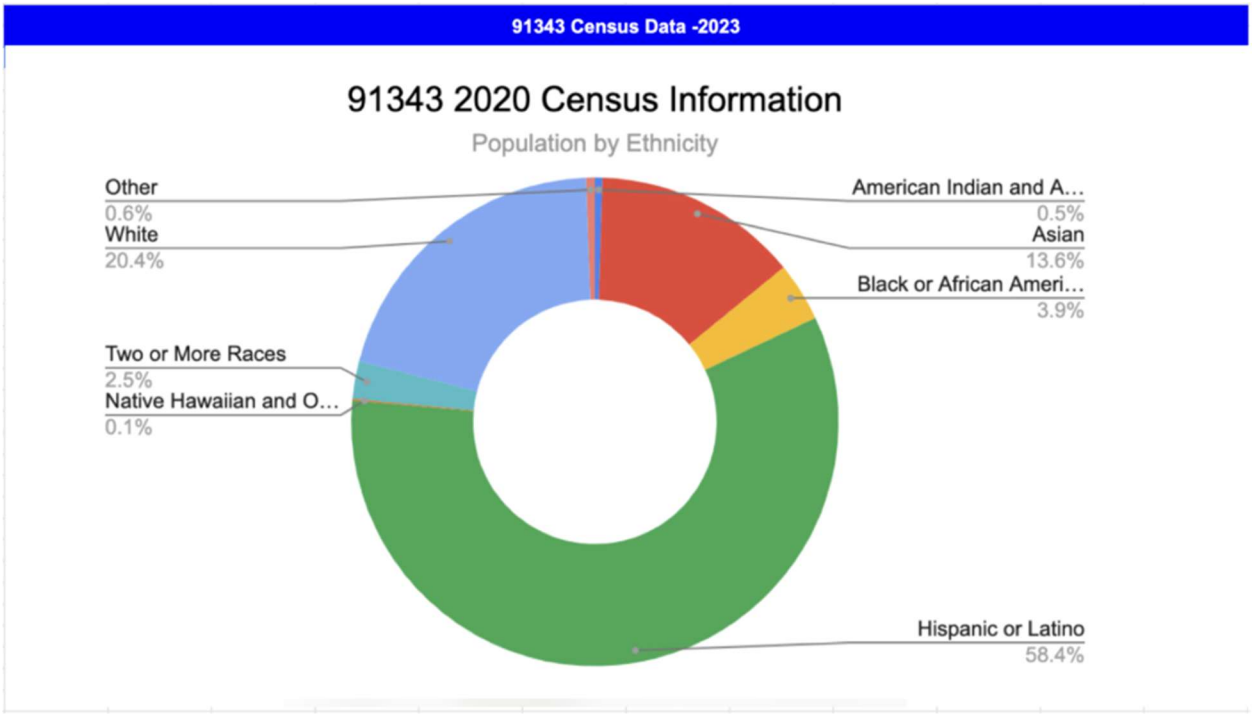
Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line, as noted in Eric Jensen's 2009 book. Teaching with Poverty in Mind. Middle school is a period of time critical to social, emotional, and academic development necessary to prepare capable and confident students relentlessly pursuing higher education. In turn, Bright Star Schools is committed to increasing access to resources and opportunities for our students.

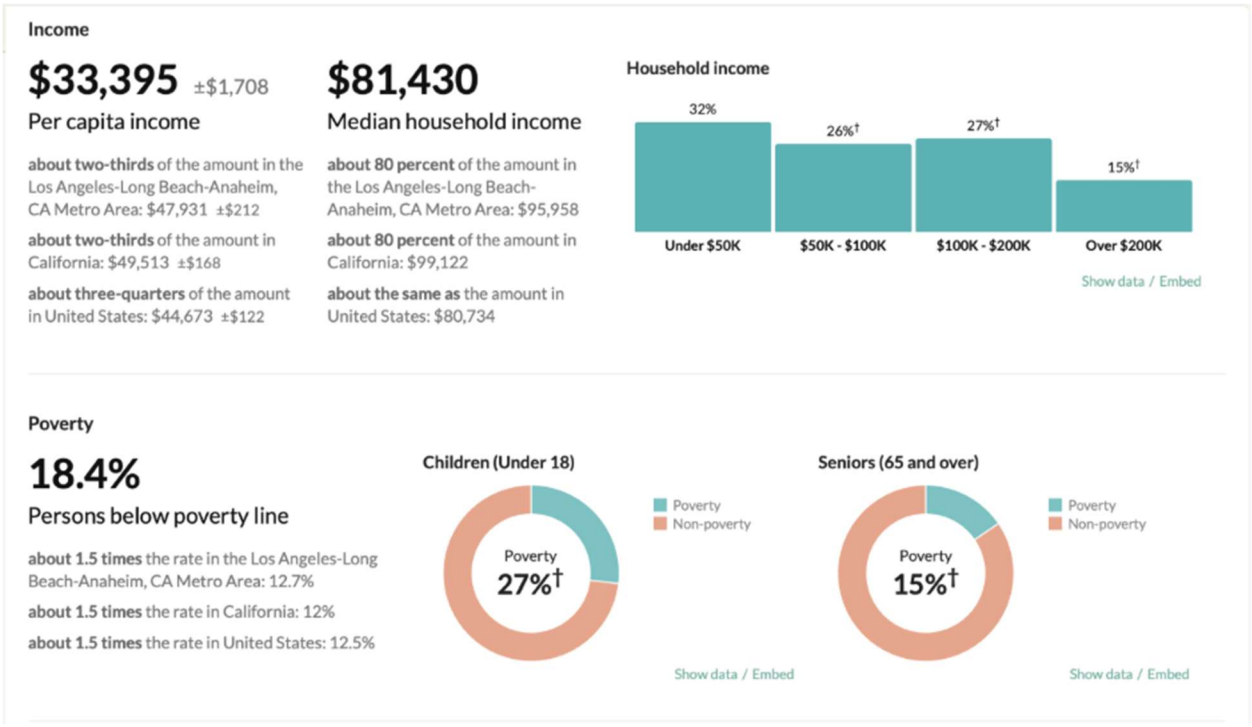
To achieve this, VAMS provides a rigorous educational program, tools for good decision-making and a culture of accountability, scaffolding, and creativity. The program is designed to address the following:

- To create a small school community with a focus on college-skills preparation and character education to address the unique challenges in the local community.
- To create a successful and continuous TK -12 programmatic option for students and families in this community by serving as the middle school option that takes students from Valor Academy Elementary School.
- To fully educate the whole student, students and communities need not only high-quality instruction but also caring adults who can foster their socio-emotional well-being, enabling them to become pillars and positive contributors to society.

The educational program focuses on rigorous literacy and mathematical thinking skills, as well as social-emotional preparation, development of identity, building confidence, empathy and leadership values. Bright Star Schools is one of the few 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 see long term impacts with the lasting relationships we are able to build with our community based on trust, collaboration, and consistency.

In addition, VAMS has implemented various initiatives that support not only our students but also their families, addressing the diverse needs of those who come to us from various neighborhoods across Los Angeles. We recognize that, regardless of their background, all families share common needs for affordable housing, food, health care, and transportation. We believe that families and the communities in which they live play a crucial role in achieving VAMS's mission and vision. With the combined efforts of all educational partners, we will create transformative change and uplift our communities.





Source: CensusReporter.org


Education
Bachelor's Degree or Higher
26.5%
S1501 | 2024 American Community Survey 5-Year Estimates
Health
Without Health Care Coverage
9.9%
S2701 | 2024 American Community Survey 5-Year Estimates
Race and Ethnicity
Hispanic or Latino (of any race)
36,701
P9 | 2020 Decennial Census
Income and Poverty
Median Household Income
$81,430
S1901 | 2024 American Community Survey 5-Year Estimates
Housing
Total Housing Units
18,887
B25002 | 2024 American Community Survey 5-Year Estimates
Families and Living Arrangements
Total Households
18,209
DP02 | 2024 American Community Survey 5-Year Estimates

// United States / California / ZCTA5 91343

Populations and People
Total Population
62,595
P1 | *2020 Decennial Census*

Employment
Employment Rate
58.4%
DP03 | *2024 American Community Survey 5-Year Estimates*

Business and Economy
Total Employer Establishments
855
CB2300CBP | *2023 Economic Surveys Business Patterns*

Educational Attainment

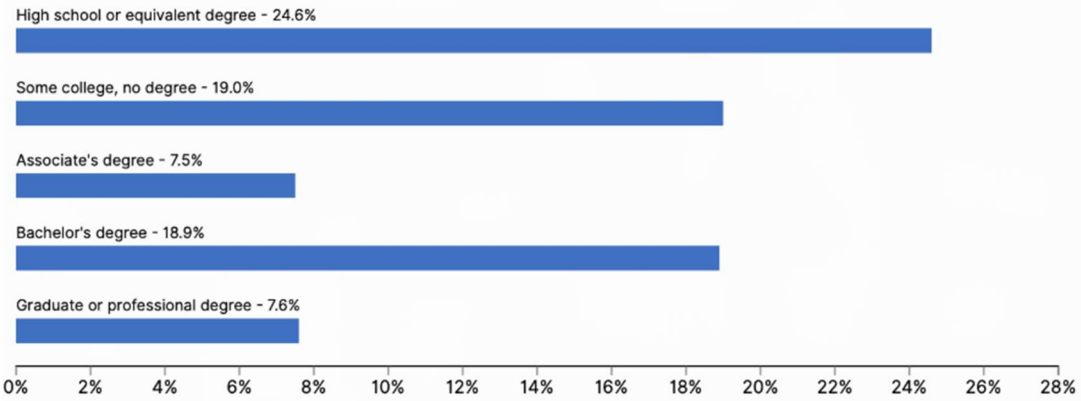
26.5% ± 1.6%
Bachelor's Degree or Higher in ZCTA5 91343

38.1% ± 0.2%
Bachelor's Degree or Higher in California

S1501 | *2024 American Community Survey 5-Year Estimates*

Education Attainment (Population 25 Years and Older)
in ZCTA5 91343

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Poverty

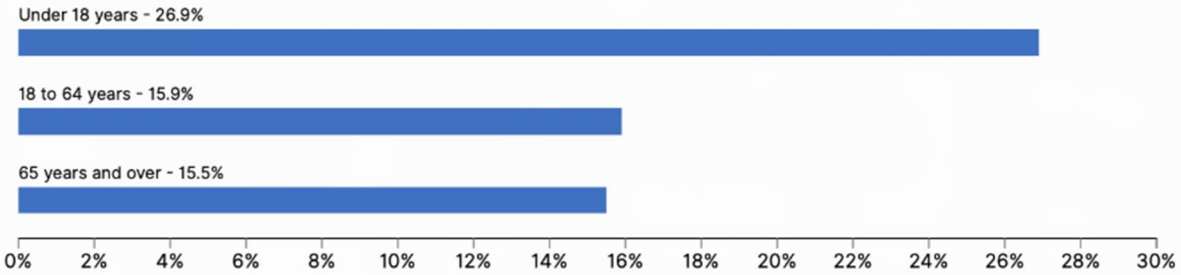
18.4% ± 2.2%
Poverty, All people in ZCTA5 91343

11.8% ± 0.2%
Poverty, All people in California

S1701 | *2024 American Community Survey 5-Year Estimates*

Poverty by Age
in ZCTA5 91343

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S1701 | *2024 American Community Survey 5-Year Estimates*

Income and Earnings

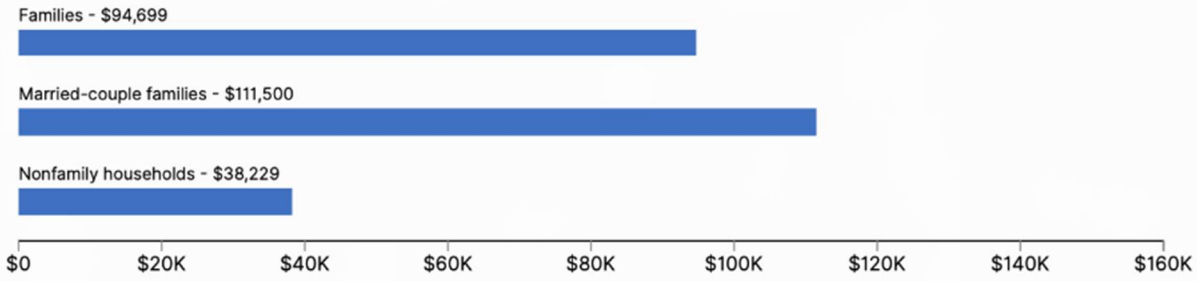
$81,430 ± $6,328
Median Household Income in ZCTA5 91343

$100,149 ± $381
Median Household Income in California

S1901 | *2024 American Community Survey 5-Year Estimates*

Median Income by Types of Families
in ZCTA5 91343

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S1901 | *2024 American Community Survey 5-Year Estimates*

Native and Foreign-Born

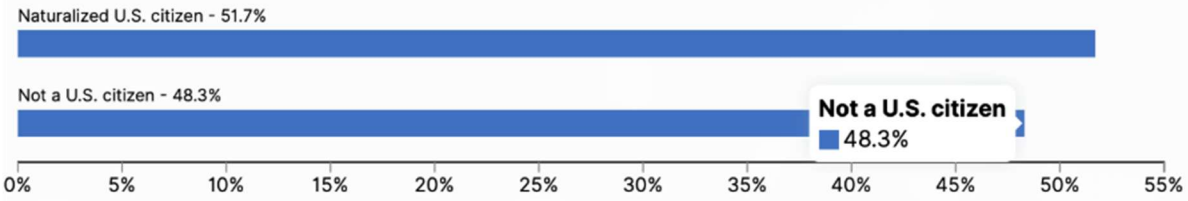
42.5% ± 2.2%
Foreign-Born population in ZCTA5 91343

27.6% ± 0.2%
Foreign-Born population in California

DP02 | *2024 American Community Survey 5-Year Estimates*

Foreign-Born Population
in ZCTA5 91343

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DP02 | *2024 American Community Survey 5-Year Estimates*

Language Spoken at Home

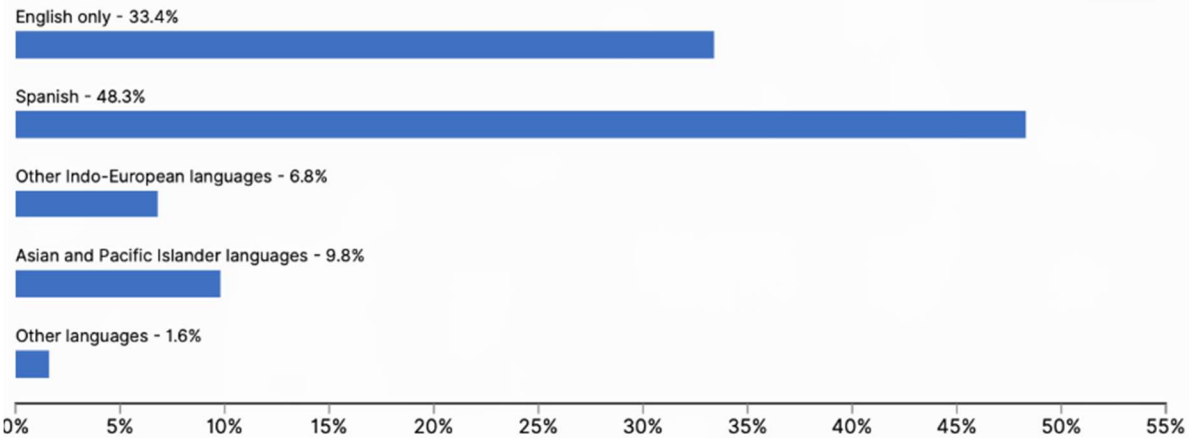
66.6% ± 2.3%
Language Other Than English Spoken at Home in ZCTA5 91343

45.3% ± 0.2%
Language Other Than English Spoken at Home in California

S1601 | *2024 American Community Survey 5-Year Estimates*

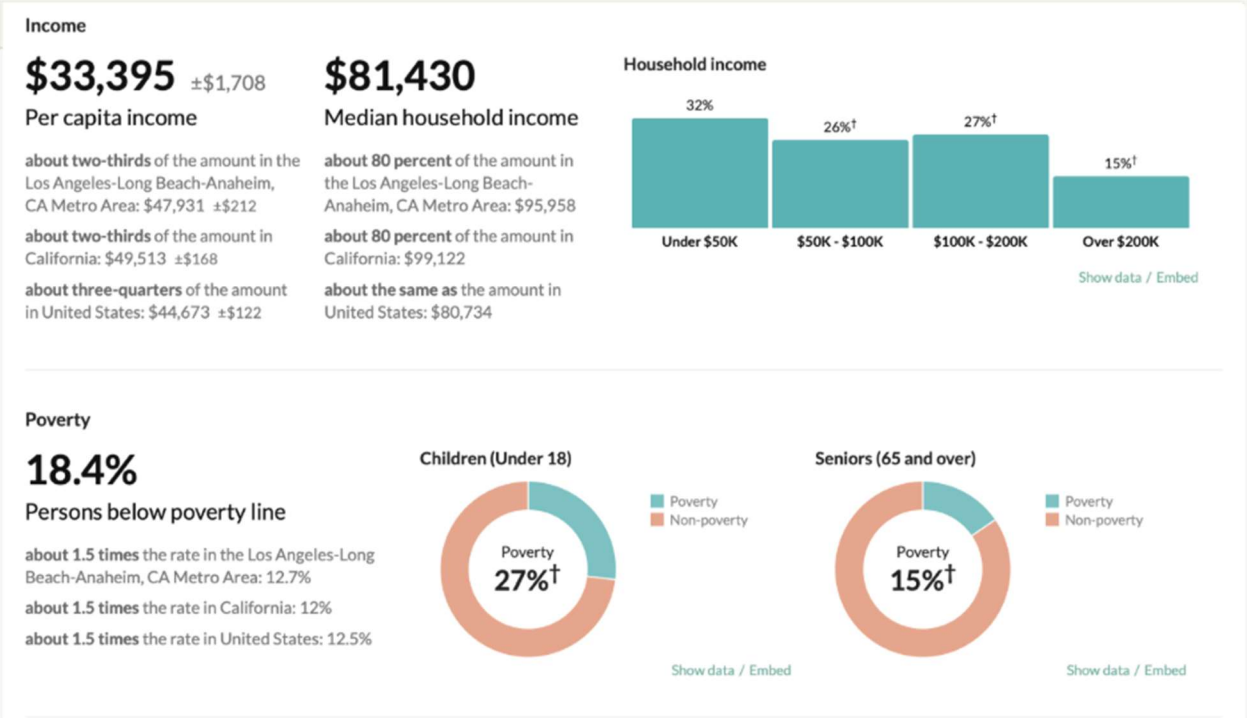
Types of Language Spoken at Home
in ZCTA5 91343

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S1601 | *2024 American Community Survey 5-Year Estimates*



Valor Academy Middle School serves a community of high need. As displayed in the California Department of Education's ("CDE") Dataquest 2025-26 Enrollment by Subgroup report, 92.5% of our students qualify as socio-economically disadvantaged. 19.2% of our students have individualized education plans. Both figures for students who qualify as socio-economically disadvantaged and those with individualized education plans are higher than the State (63.1 % and 14.8%) as well as LAUSD (82.7% and 16.4%). Valor Academy Middle School ensures our students the highest standard of education. VAMS strives for these results to ensure that our mission to "provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life" is met. Among our community, there is great need to ensure that all children have the opportunity to graduate and attend college should they choose.

Valor Academy Middle School Demographics

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Valor Academy Middle	504	0.6%	0.4%	0.4%	3.0%	93.5%	0.0%	1.8%	0.4%	0.0%
Los Angeles Unified	497,105	7.2%	0.1%	3.3%	1.7%	72.9%	0.1%	9.7%	2.2%	2.7%
Los Angeles County	1,242,816	6.7%	0.2%	8.3%	2.1%	64.5%	0.2%	12.7%	3.5%	1.7%
Statewide	5,731,260	4.8%	0.4%	10.3%	2.2%	56.0%	0.4%	19.7%	4.9%	1.3%

Valor Academy Middle School

Subgroup	Enrollment
English Learners	22.8%
Foster Youth	0.2%
Homeless Youth	5.0%
Migrant Education	0.0%
Students with Disabilities	19.2%
Socioeconomically Disadvantaged	92.5%
All Students	**504**

LAUSD

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	15.0%	16.9%	16.4%
Foster Youth	0.3%	0.5%	0.5%
Homeless Youth	2.3%	2.4%	2.4%
Migrant Education	0.2%	0.3%	0.3%
Students with Disabilities	14.5%	17.2%	16.4%
Socioeconomically Disadvantaged	72.4%	86.9%	82.7%
All Students	**144,040**	**353,065**	**497,105**

Callifornia

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	12.9%	16.6%	16.2%
Foster Youth	0.4%	0.5%	0.5%
Homeless Youth	2.6%	4.0%	3.8%
Migrant Education	0.2%	0.9%	0.8%
Students with Disabilities	13.5%	15.0%	14.8%
Socioeconomically Disadvantaged	60.2%	63.6%	63.1%
All Students	**725,646**	**5,005,614**	**5,731,260**

Source: 2025-26 Enrollment by Subgroup: Valor Academy Middle Report Dataquest (CA Dept of Education), 2025

Source: 2025-26 Enrollment by Ethnicity: Valor Academy Middle Report." Dataquest (CA Dept of Education), 2025.

To further support students and families, VAMS has embraced the California Community Schools Partnership Program ("CCSPP"), which transforms the Charter School into a hub for academics, health and wellness, and social services. CCSPP was awarded in 2025 and lasts for five years (2025-2030). As a community school, VAMS employs a dedicated Community School Manager ("CSM") who participates in all administrative team meetings in order to envision, align, and ensure implementation of all aspects of the community school initiative. The CSM coordinates community resources in order to meet the needs of students and families at our Charter School. VAMS's Community School initiative fosters partnerships with local organizations to provide comprehensive services that address barriers to learning, such as limited

access to expanded learning opportunities, mental health support, interventions for chronic absenteeism, and challenges to family engagement. To help overcome them, VAMS is partnering with community organizations to co-facilitate instruction in the classroom and provide access to their facilities for hands-on, real-world learning experiences outside the classroom.

Looking ahead, VAMS will continue to strengthen its community-based supports through several key efforts. We plan to expand behavioral health services and increase access to healthcare by deepening partnerships with local providers. In partnership with our families, we will co-design leadership and engagement opportunities that reflect the needs and assets of those we serve, including the establishment of a Family Center focused on fostering family-school partnerships, building personal leadership skills, and empowering community advocacy.

All of these initiatives are guided by data-driven strategies designed to close opportunity gaps and uplift student voice in schoolwide decision-making. Each strategy is overseen by Bright Star Schools' teammates on the School Support Team, who ensure that all schools under the CMO umbrella meet the service standards Bright Star Schools has committed to and resourced. By combining a strong academic foundation with a deep commitment to wellness and equity, VAMS continues to serve as a trusted and responsive educational partner in the North Hills East community.

1.2a: Academic Performance and Other Performance Indicators

VAMS takes pride in our strong school culture, which is felt as soon as walking onto our campus. VAMS's charter term began in 2019, during which the school community has shared tremendous celebrations, as well as challenges. Throughout all experiences, we have upheld a strong commitment to supporting the whole student. In this section, we will elaborate on the successes and challenges of VAMS's academic programs, including how Social Emotional Learning ("SEL") has positively contributed to academic performance. SEL falls under the category of 'other performance indicators, underscoring its essential role in supporting students' overall success. We will share data that demonstrates how our focus on SEL boosts academic performance and meets the comprehensive needs of our students.

Since VAMS's first year, we have placed a strong emphasis on supporting both families and students by employing full-time school counselors, guided by the belief that addressing the needs of the whole student is essential for academic success. Each grade level has a counselor, which allows us to maintain a counselor-to-student ratio of about 1:150, along with robust administrative leadership support. Our counseling team follows the ASCA National Model, which guides school counselors in the development of school counseling programs that are based on data-informed decision making, delivered to all students systematically, include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success, close achievement and opportunity gaps and ultimately,

result in improved student achievement, attendance and discipline. Counselors meet with students to discuss their academics, lead our student academic support programming and schedule meetings with families and teachers to accelerate student academic progress.

Additionally, VAMS is certified by Valor Collegiate's nationally recognized social emotional learning program, Powered by Compass ("Compass"). All staff and students are trained and participate in badge work where they explore and learn about their strengths and identities, build meaningful relationships, and participate in highly structured, research-based weekly circles. Together, from our administrative team to our teachers and counselors, everyone works hard to create an environment where students and families feel safe, welcomed, and heard, thereby allowing them to develop emotional intelligence and work through challenging academics. Our administrators play a key role in guiding teachers and students throughout the school day, with a focus on implementing effective curriculum and social-emotional practices.

The COVID-19 pandemic had a profound impact on VAMS, disrupting student learning through extended school closures, challenges with remote learning, and inconsistent access to resources. These disruptions resulted in significant learning loss and exacerbated existing educational disparities, impacting both academic progress and overall student performance, as outlined below. Therefore, in response, Bright Star doubled down on its commitment to supporting students and families throughout the 2020–2021 school year. Despite the numerous challenges posed by the global pandemic, we took swift and comprehensive action to ensure our school community remained supported. Highlights of our support include:

- 500,000+ meals distributed to students and families (March 2020 – June 2021)
- 3,500+ Chromebooks provided, achieving a 1:1 student-to-device ratio with continued IT support
- 94% average daily attendance in our robust distance learning program
- 1+ million minutes of counseling support delivered to students and families

The surge in counseling support stemmed from the toll the pandemic took on mental health. We saw firsthand how emotional and psychological stress hindered students' ability to engage in learning. At VAMS, holistic, inclusive support remains a cornerstone of our mission. To ensure students feel safe, supported, and heard, we continue to prioritize SEL through Compass and regular assessments and family surveys to identify needs and target areas for growth. Meeting students' holistic needs is not just important—it's essential to their academic success. Before and especially after the pandemic, developing social-emotional understanding and empathy in middle-school-aged students continues to be crucial, as it provides them with critical skills for managing emotions, setting goals, and building healthy relationships. Through SEL, students gain self-awareness and self-regulation—skills that are vital for staying focused, coping with stress, and navigating challenges, whether related to the aftermath of COVID-19, typical

childhood development, or external stressors. Upon returning in person, our Compass SEL program provides structure, a home base on campus, specific mentors for each student and has been proven successful at impacting student attendance and increasing how students see its positive impact over the recent years. This holistic focus not only enhances academic performance, but also promotes overall well-being and a lasting love of learning. To further support students and families, VAMS has embraced the California Community Schools Partnership Program framework, transforming our Charter School into a hub for integrated student supports, expanded learning opportunities, and meaningful family and community engagement. As a community school, VAMS partners with trusted local organizations to address persistent barriers to learning, including access to mental health services, chronic absenteeism, and inconsistent pathways for family involvement.

Looking ahead to the 2026–2027 school year, VAMS is committed to deepening our alignment with the CCSPP pillars. We plan to expand behavioral and physical health support by strengthening relationships with community-based providers. In partnership with our families, we will co-design leadership and engagement opportunities that reflect the needs and assets of those we serve, including the establishment of a Family Center focused on fostering family-school partnerships, building personal leadership skills, and empowering community advocacy. Additionally, we will continue to enhance enrichment offerings—ensuring students have access to high-quality, culturally responsive learning experiences beyond the school day.

Grounded in data, collaboration, and a whole-child approach, VAMS's implementation of the community school strategy reflects our deep commitment to equity, public accountability, and student-centered outcomes. We are proud to serve as a responsive and reliable partner in the North Hills/San Fernando Valley community, working in concert with broader educational efforts to ensure every student has the opportunity to thrive. Additionally, all Bright Star schools are committed to reinforcing foundational skills not only in the classroom, but also through family engagement and educational workshops and events. We recognize that student success is strengthened when support extends into the home, regardless of each family's unique circumstances.

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

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

In addition to the shift assessing Dashboard data, the Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status. Each of the three tiers has unique qualifying criteria. In accordance with law and the CDE performance category designations, VAMS merited the middle-performing category. We present evidence and data below to demonstrate that VAMS has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

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

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments on the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. VAMS utilizes i-Ready as verified data, which will be discussed in more detail below. VAMS has met or shown improvement in the metrics set out by the evaluation rubric and continues to improve performance in each domain as seen in the chart below. Further, pursuant to Education Code Section 47607.2, VAMS has demonstrably achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Bright Star Schools 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**
2025-26	3: Proficient	2: Developing	3: Proficient	2: Developing
2024-25	3: Proficient	2: Developing	4: Accomplished	3: Proficient
2023-24	3: Proficient	2: Developing	3: Proficient	2: Developing
2022-23	4: Accomplished	2: Developing	4: Accomplished	2: Developing

Source: Annual Performance-Based Oversight Visit Reports from the LAUSD Charter Schools Division

VAMS, as demonstrated in the following pages, has successfully served our community throughout our current charter term. As a Community School, we are committed to developing sustainable systems and programs that will enable us to continue serving our students, families, and neighborhood.

Valor Academy Middle Charter Highlights and Areas for Continued Growth Overview

Highlights

The data on the following pages will highlight the value that VAMS has brought to our community. The evidence that we remain true to and are successfully meeting our mission statement can be categorized by our achievements in school culture and social emotional wellness and academic results.

School Culture & Social Emotional Wellness Highlights

- Chronic absenteeism rates have been lower than the state and district for the past several years based on the California Dashboard.
    - 2025 VAMS rate is (13.7%) lower than the state average (17.1%) and LAUSD average (21.9%).
    - 2024 VAMS rate is (11.7%) lower than the state average (18.6%) and LAUSD average (23.3%).

    - 2023 VAMS rate is (14.5%) lower than the state average (24.3%) and LAUSD average (31%).
- 98% Family Satisfaction rating with a high satisfaction rating for the past several years, based on the Panorama Family Survey
- 2022 Certified Compass School status - Through a rigorous process of meeting high standards for routines, rituals, sanctity, fidelity, and quality Compass SEL circles and engaging in weekly Compass Circle observation/feedback cycles with data analysis of the Compass Dashboard, VAMS embarked on receiving the Powered by Compass certified school recognition. VAMS provided schoolwide batch feedback, in-depth circle leader training, bi-weekly staff circles, regular circle walkthrough team collaboration, and engaged in analysis of staff and student circle feedback surveys. And in a final step, the Powered by Compass team observed our processes to ensure fidelity, thus awarding us with the recognition.
- Highly ranked on the 2024 Niche Best Schools in Los Angeles - With 4.7 out of 5-star reviews, VAMS was recognized as a Niche Best School in Los Angeles for 2024.

Academic Highlights

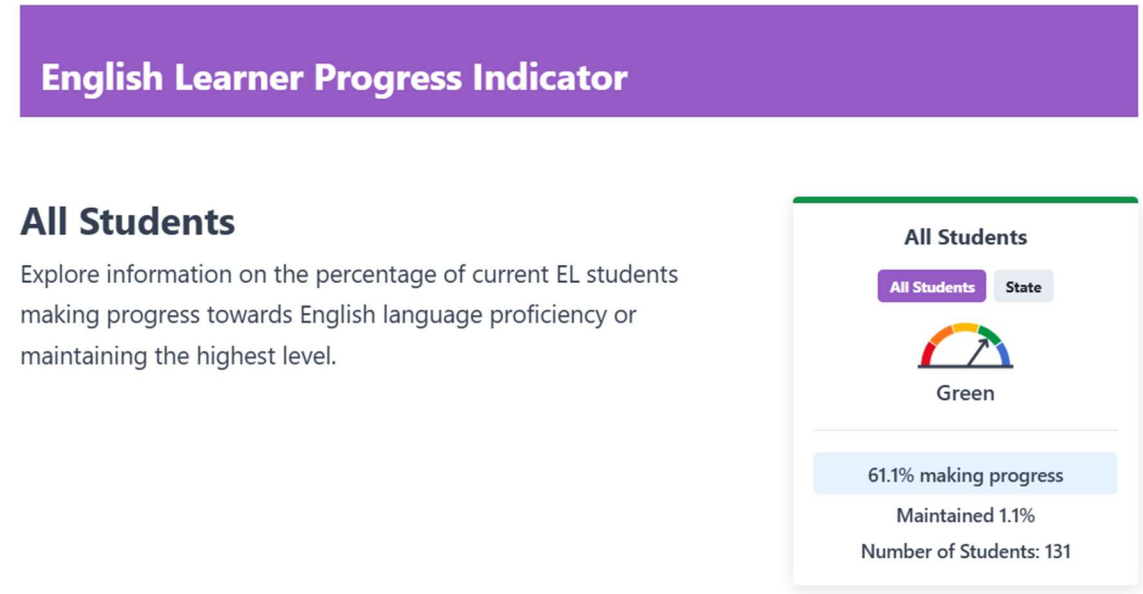
According to the California School Dashboard

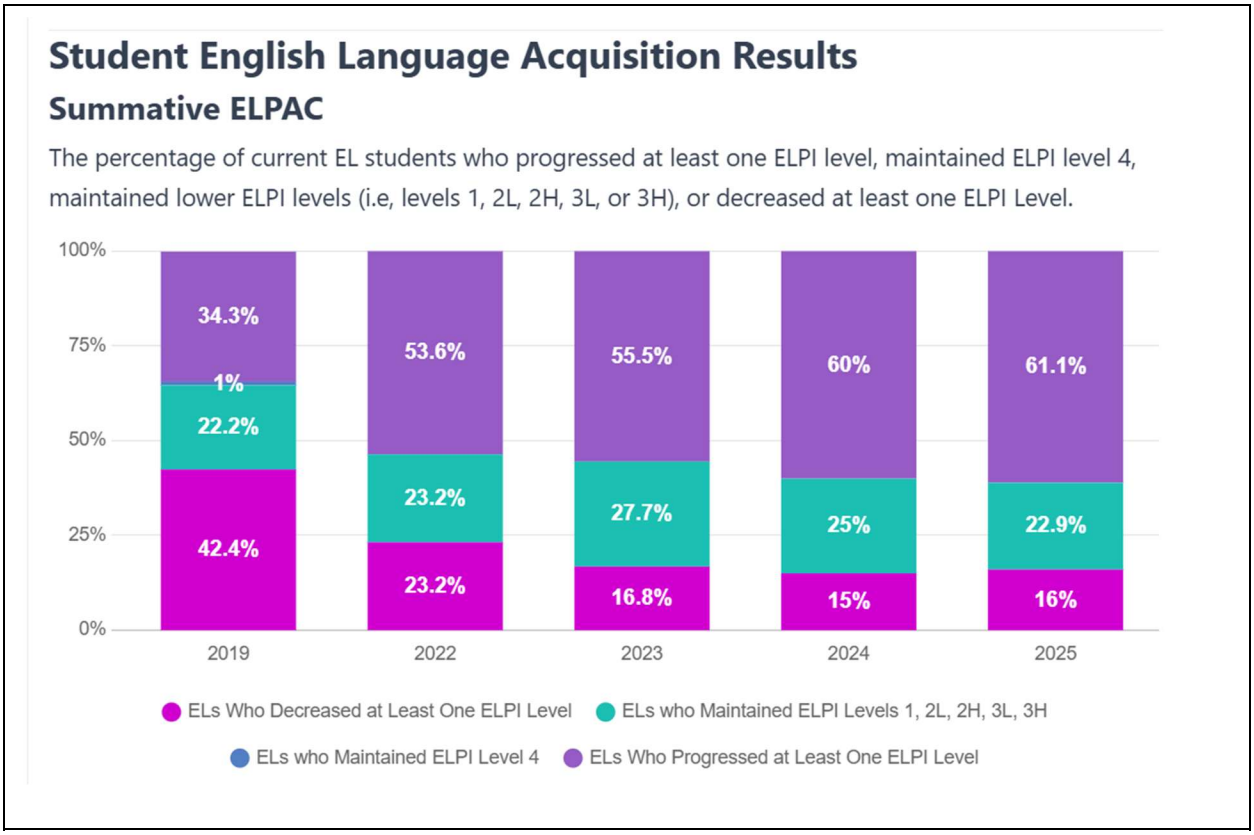
- English Language Performance Indicator ("ELPI"): English Learners at VAMS are making more progress towards English Language proficiency compared to the State and district in the past several years.
    - 2025 percentage of English Learner students making progress towards English language proficiency (61.1%) is higher than the state average (46.4%).
    - 2024 percentage of English Learner students making progress towards English language proficiency (60%) is higher than the state average (45.7%).
    - 2023 percentage of English Learner students making progress towards English language proficiency (55.5%) is higher than the state average (48.7%).
- Suspension Rates: Students suspended at least one day have been declining and are lower than the state for the past several years.
    - 2025 percentage of students is (1.7%) lower than the state average (2.7%).
    - 2024 percentage of students is (1.9%) lower than the state average (3.2%).
    - 2023 percentage of students is (2.3%) lower than the state average (3.5%).
- California Science Test (CAST) performance is higher than neighborhood schools[1]. Neighborhood Schools are likely alternate placements where VAMS is not an option.

[1] California Department of Education. (2023–2025). CAASPP research files: Smarter Balanced (ELA and mathematics) and CAST (science) [Data sets]. California Assessment of Student Performance and Progress (CAASPP). CAST (Science): https://caaspp-elpac.ets.org/caaspp/ResearchFileListCAST

- 2024 VAMS overall performance is (-17) in Distance From Standard ("DFS"), which is higher than the average for neighborhood schools (-22.7).
- 2025VAMS overall performance is (48.8) science points compared to the neighborhood schools is (45.9) science points.
- 2023 – 2025 Hispanic/Latino subgroup CAST data is higher than the state and neighborhood schools.
- 2023 – 2025 English Learner subgroup CAST data is higher than the state and neighborhood schools.
- 2023 – 2025 Socioeconomically Disadvantaged subgroup CAST data is higher than the state and neighborhood schools.

California School Dashboard – 2025





Areas for Continued Growth

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

The following question is posed as a guideline for approving charter renewal: "has the Charter School attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the Charter School?" To answer this question directly and thoroughly, the following pages will present VAMS's data and analysis through 3 lenses:

- VAMS students perform better than they would if VAMS were not an option
- VAMS provides better educational outcomes and experiences for most subgroups
- The longer VAMS students are with us, the better they perform

VAMS students perform better than they would if VAMS were not an option.

The California School Dashboard provides a positive assessment of VAMS performance in key areas over the past 3 years as compared against Statewide averages in ELPI and Chronic

Absenteeism rates. Further analysis of academic performance data indicates that Valor Academy Middle School outperforms many neighborhood schools which are likely alternate placements were VAMS is not an option, in English Language Arts ("ELA"), Mathematics, and Science. This is demonstrated by the Charter School's lower Distance from Standard (DFS) scores across content areas, signifying that students at Valor are performing closer to state proficiency expectations compared to neighboring schools. The data paints a clear picture that VAMS consistently attend school and perform better at VAMS than they would if VAMS were not an option available to them and that the continued operation of VAMS is in the best interest of our pupils in accordance with Education Code Section 47607.2.

Neighborhood School Comparison Chronic Absenteeism *Where VAMS scored in comparison: lower is in red, higher is in green, and same is in orange*			
School	**22-23**	**23-24**	**24-25**
Valor Academy Middle School	14.5 %	11.7 %	13.7 %
Langdon Elementary	33.6 %	32.8 %	30.4 %
Sepulveda Middle	36.1 %	30.5 %	29.2 %
San Fernando Middle	38.2 %	24 %	22.3 %
Fulton College Prep	34.3 %	29.7 %	25.1 %
Vista Middle	37.2 %	29.6 %	30.6 %
Oliver Wendell Holmes	19.3 %	15.7 %	13.7 %
Pacoima Middle	30.2 %	26.1 %	26.5 %
Richard E. Byrde Middle	28.2 %	23.4 %	23.6 %

Source: California School Dashboard

Neighborhood School Comparison									
School	**2023 DFS**			**2024 DFS**			**2025 DFS**		**science points**
	ELA	**Math**	**Sci**	**ELA**	**Math**	**Sci**	**ELA**	**Math**	**Sci**
Valor Academy Middle School	-29.6	-89.3		-35.8	-93.9	-17	-36.9	-93.5	48.8
Langdon Elementary	-96.7	-93.5		-79.9	-80.2	-28.8	-70.4	-78.8	36.9

Sepulveda Middle	-76.2	-129.3		-82.1	-129	-25	-67.8	-95.4	41.5
San Fernando Middle	-72.4	-115.1		-71.1	-118.2	-26.4	-51.7	-103.3	40.4
Fulton College Prep	-81.9	-138.7		-73.5	-130.7	-24.8	-81.4	-127.7	37.4
Vista Middle	-85	-132.8		-62.9	-117.4	-25.6	-46.7	-100.2	45.1
Oliver Wendell Holmes	7.6	-22.8		18.9	1.3	-7.9	36.9	29.4	58.2
Pacoima Middle	-44.1	-104.5		-38.3	-86	-23.2	-31.2	-75.3	45.9
Richard E. Byrde Middle	-49.8	-80		-39.4	-76.5	-19.4	-32.1	-73.1	46

Source: California School Dashboard

Positive Findings of Comparative Data:

According to the California School Dashboard

- English Language Proficiency Indictor performance is higher for the past several years when compared to the state and LAUSD.
- Maintained a lower suspension rate for the past 4 years when compared to the state.
- Chronic Absenteeism rate is lower than every neighborhood school in the 2022-2023 and 2023-2024 school years.
- In ELA, VAMS's overall population outperformed most neighborhood schools that students would otherwise attend were they not attending VAMS from 2023 to 2025.
- In Science, VAMS's overall population outperformed 7 out of 8neighborhood schools that students would otherwise attend were they not attending VAMS from 2024 to 2025.
- In Math, VAMS's 6-8th grades overall population outperformed 5/7 neighborhood middle schools in 2023 and 4/7 in 2024-2025.

- 5th graders consistently outperform neighborhood schools on CA assessments when comparing the mean scale scores[2]:
    - 5th grade ELA, VAMS is higher for all students (+42.3)
    - 5th grade Math, VAMS is higher for all students (+27)
    - 5th grade Science, VAMS is higher for all students (+10.1)

According to i-Ready Data

- Verified data from i-Ready assessments shows that the overall student body achieved measurable increases in academic achievement (at least one year's progress) for each year measured in both subjects.
- i-Ready assessments show a significant reduction in the students who are three or more grade levels below grade level in both subjects not only from the first diagnostic to the end of year diagnostic but also reducing that number year to year over time.
- In math, the percentage of students meeting their typical growth goal increased from 2023 to 2025 by 14% and the percentage of students who met their stretch growth goal grew by 5%.
- A majority of students made one year's growth or more each year on i-Ready in reading for the past 4 years.

Areas for Growth Revealed by Comparative Data:

According to the California School Dashboard

- English Learners are falling behind the state in ELA and math performance.
- Math scores for the overall population and all subgroups were below statewide average performance for all four years tracked with multilingual learners and students with disabilities experiencing the greatest gaps from their counterparts across the State for each year.

According to i-Ready Data

- Median typical growth progress was not met in math for 5th grade for 3 consecutive years and 7th grade in 2024.

VAMS provides better educational outcomes and experiences for learners in most subgroups.

2 California Department of Education. (2024–2025). CAASPP research files: Smarter Balanced (ELA and mathematics) and CAST (science) [Data sets]. California Assessment of Student Performance and Progress (CAASPP). CAST (Science): https://caaspp-elpac.ets.org/caaspp/ResearchFileListCAST

When broken apart by the demographic groups, VAMS's data shows that we successfully serve our specific students. The student subgroups that we serve achieve higher outcomes than they would elsewhere.

Positive Findings of Subgroup Data:

According to the California School Dashboard

- The overall comparison by subgroup shows a clear pattern of each subgroup outperforming many of the neighborhood schools in ELA and science.
- LTEL students outperformed 7 out of 8neighborhood schools in ELA, math, and science in 2024 and 2025.
- Students with IEPs outperformed most of the neighborhood schools in ELA, math, and science in the past several years.
- English Learners outperformed most of the neighborhood schools in ELA, math, and science in the past several years.
- Students identified as socioeconomically disadvantaged outperformed most of the neighborhood schools in ELA and science in 2023 and 2024.
- Hispanic/Latino students outperformed most of the neighborhood schools in science in 2024 and 2025.
- 5th graders consistently outperform neighborhood schools on CA assessments when comparing the mean scale scores[3]:
    - 5th grade ELA, VAMS is higher for Hispanic/Latino students (+40.1), socioeconomically disadvantaged students (+36.5), and students with disabilities (+21.8).
    - 5th grade Math, VAMS is higher for Hispanic/Latino students (+25.4), socioeconomically disadvantaged students (+25.3), and students with disabilities (+19.1).
    - 5th grade Science, VAMS is higher for Hispanic/Latino students (+9.7), socioeconomically disadvantaged students (+8.8), and students with disabilities (+7.1).

According to i-Ready Data

- Hispanic/Latino, socioeconomically disadvantaged, students with disabilities, and English learners scored over 100% in the median progress to typical growth in reading for the past 3 years in grades 5-8.

3 California Department of Education. (2024–2025). CAASPP research files: Smarter Balanced (ELA and mathematics) and CAST (science) [Data sets]. California Assessment of Student Performance and Progress (CAASPP). CAST (Science): https://caaspp-elpac.ets.org/caaspp/ResearchFileListCAST

- Hispanic/Latino, socioeconomically disadvantaged, students with disabilities, and English learners met the median progress to typical growth in math for grades 5-8 in 2026.

Areas for Growth Revealed by Subgroup Data

According to the California School Dashboard

- Students with disabilities are falling behind the state in ELA and math although they have consistently outperformed 5/8 of the neighborhood schools.
- English Learners are falling behind the state in math although they have consistently outperformed 5/8 of the neighborhood schools.
- Hispanic/Latino students are falling behind the state in math although they have outperformed 4/8 of the neighborhood schools.

According to i-Ready Data

- In 5th grade Math, students did not meet the median progress to typical growth expectations in the 4 significant subgroups in the year 2023 and 2024.

California School Dashboard
LTEL Subgroup Student Outcomes

The table below represents VAMS's significant subgroup: Long term English Language learners (LTEL) made up 13.2% of VAMS's student body in the 2024 school year. The eight schools presented as "Neighborhood Schools" represent likely alternate placements were VAMS not an option.

Where VAMS scored in comparison: lower is in red and higher is in green

Neighborhood School Comparison
LTEL Student Population's Distance from Standard & Points: *ELA, Math, & Science*

School	2024 DFS		Science points	2025 DFS		Science points
	ELA	Math	Sci	ELA	Math	Sci
Valor Academy Middle School	-113.7	-163.6	-29.2	-90.8	-179.1	33.7
Langdon Elementary						

Sepulveda Middle	-155.5	-193.1	-37.9	-135.4	-180.4	31.3
San Fernando Middle	-123.7	-193.6	-35	-135.3	-173.6	22.2
Fulton College Prep	-146.9	-193.4	-34	-137	-191.7	27.1
Vista Middle	-139.7	-200.4	-39	-126.5	-176.6	26.8
Oliver Wendell Holmes	-102.9	-137.3		-74.5	-69.1	
Pacoima Middle	-130.2	-172.8	-40.8	-120.6	-181	26.5
Richard E. Byrde Middle	-128.3	-186	-37	-122.8	-187.8	24.5

Source: California School Dashboard

California School Dashboard
Students with Disabilities Subgroup Student Outcomes

The table below represents VAMS's significant subgroup: Students with disabilities or IEPs make up 13.9% of VAMS's student body in the 2024 school year. The eight schools presented as "Neighborhood Schools" represent likely alternate placements were VAMS not an option.

Where VAMS scored in comparison: lower is in red and higher is in green

Neighborhood School Comparison
Students with Disabilities Distance from Standard & Points: *ELA, Math, & Science*

School	2023 DFS			2024 DFS		Science points	2025 DFS		Science points
	ELA	Math	Sci	ELA	Math	Science	ELA	Math	Science
Valor Academy Middle School	-98	-152		-121.1	-151.5	-32.4	-105.4	-148.7	39.5
Langdon Elementary	-152	-131.5		-131.5	-131	-39	-123.4	-128.6	26.3

Sepulveda Middle	-130.7	-173.2		-133	-166.8	-31.9	-123.2	-160.1	38.6
San Fernando Middle	-109.3	-136.7		-102	-151.2	-31.7	-83.3	-113.5	45.2
Fulton College Prep	-147.5	-207.2		-139	-195	-33.8	-145.8	-189	30.1
Vista Middle	-149.1	-195		-139.9	-192	-37.3	-115.4	-170.4	35.4
Oliver Wendell Holmes	-75.7	-132.7		-62.1	-96.6	-20.7	-31.9	-45.5	46.5
Pacoima Middle	-129.6	-187.3		-124.2	-169.5	-35.3	-122.1	-164.5	32.7
Richard E. Byrde Middle	-126.9	-159.1		-116.6	-164.1	-29.6	-104.6	-157.2	34.1

Source: California School Dashboard

California School Dashboard
English Learners Subgroup Student Outcomes

The table below represents VAMS's significant subgroup: English Learners students made up 28.7% of VAMS's student body in the 2024 school year. The eight schools presented as "Neighborhood Schools" represent likely alternate placements were VAMS not an option.

Where VAMS scored in comparison: lower is in red and higher is in green

Neighborhood School Comparison
EL Student Population's Distance from Standard & Points: *ELA, Math, & Science*

School	2023 DFS			2024 DFS		Science points	2025 DFS		Science points
	ELA	Math	Sci	ELA	Math	Science	ELA	Math	Science
Valor Academy Middle School	-77.3	-131.4		-76.4	-124	-24.4	-72.8	-128.5	41.5
Langdon Elementary	-130.1	-103.7		-105.5	-95.5	-35.7	-80.7	-87.6	34.5

Sepulveda Middle	-127.9	-178		-124.5	-160.8	-33.4	-105.6	-131.2	35.5
San Fernando Middle	-116	-149.2		-102.7	-149.4	-34.2	-85.9	-130.8	34
Fulton College Prep	-148.2	-186.4		-129.2	-168.8	-34.3	-126.6	-155.3	30.2
Vista Middle	-139.6	-181.5		-114.1	-160.8	-34.9	-90.5	-136.4	37.8
Oliver Wendell Holmes	-62.6	-98.9		-49.1	-67.2	-20.6	-24.8	-30.5	43.7
Pacoima Middle	-112.4	-161.5		-97.2	-132.5	-34	-93.1	-126.5	36
Richard E. Byrde Middle	-116.8	-150.5		-96.4	-145.1	-32.7	-87.1	-131.7	33.3

Source: California School Dashboard

California School Dashboard
Hispanic/Latino Subgroup Student Outcomes

The table below represents VAMS's significant subgroup: Hispanic/Latino students made up 93.2% of VAMS's student body in the 2024 school year. The eight schools presented as "Neighborhood Schools" represent likely alternate placements were VAMS not an option.

Where VAMS scored in comparison: lower is in red and higher is in green

Neighborhood School Comparison
Hispanic/Latino Student Population's Distance from Standard & Points: *ELA, Math, & Science*

School	2023 DFS			2024 DFS		Science points	2025 DFS		Science points
	ELA	Math	Sci	ELA	Math	Science	ELA	Math	Science
Valor Academy Middle School	-35.2	-92.8		-41.5	-97.9	-17.7	-39.8	-96.6	48.2

Langdon Elementary	-97	-83.9		-79.5	-81.4	-28.4	-68.6	-76.4	37.7
Sepulveda Middle	-80.2	-133.3		-85.2	-132.7	-25.6	-69.5	-97.6	41.4
San Fernando Middle	-73.1	-115.9		-72.5	-119.4	-26.5	-52.2	-105	40.3
Fulton College Prep	-87.2	-144.3		-77.1	-138.5	-25.9	-85.4	-131.2	36.8
Vista Middle	-88.8	-136.9		-66.2	-121.7	-26.1	-51.2	-105.9	44.5
Oliver Wendell Holmes	-1.5	-34.7		6.8	-14.8	-10.1	-28.4	-14.5	56.2
Pacoima Middle	-45.5	-106.3		-38.9	-86.9	-23.4	-32	-75.4	46.1
Richard E. Byrde Middle	-53.8	-84.5		-43.5	-81.8	-19.5	-37.4	-81.1	44.3

Source: California School Dashboard

California School Dashboard
Socioeconomically Disadvantaged Subgroup Student Outcomes

The table below represents VAMS's significant subgroup: Socioeconomically Disadvantaged students made up 94.5% of VAMS's student body in the 2024 school year. The eight schools presented as "Neighborhood Schools" represent likely alternate placements were VAMS not an option.

Where VAMS scored in comparison: lower is in red and higher is in green

Neighborhood School Comparison
Socioeconomically Disadvantaged Student Population's Distance from Standard & Points:
ELA, Math, & Science

School	2023 DFS			2024 DFS		Science points	2025 DFS		Science Points
	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci

Valor Academy Middle School	-30.8	-90.9		-38.1	-94.8	-17.5	-40.1	-97.5	47.9
Langdon Elementary	-96.5	-83.6		-82.2	-82	-28.5	-74.4	-81.1	36.4
Sepulveda Middle	-78.2	-131.8		-85.6	-131.9	-25.5	-70.1	-97.4	41.7
San Fernando Middle	-73.1	-116		-73.1	-120.7	-26.5	-52.4	-104.3	39.7
Fulton College Prep	-86.7	-143.1		-76.5	-131.8	-25.6	-82.1	-128	37.3
Vista Middle	-86.6	-134.9		-64.5	-119.5	-26	-48.3	-101.9	45.2
Oliver Wendell Holmes	-7.9	-39.9		0.4	-22.1	-12.1	19.9	9.4	53.3
Pacoima Middle	-46.8	-108		-42.4	-91.3	-24.3	-35.7	-80.2	44.8
Richard E. Byrde Middle	-53.3	-84.9		-43.9	-81.8	-20.2	-37.7	-80.6	44.6

Source: California School Dashboard

i-Ready
Overall Annual Typical Growth Medians

The tables below represent data the annual typical growth median in the i-Ready Diagnostic Growth report by grade level. The fields are colored green if VAMS students in that grade level met the goal set by Curriculum Associates[4]. These reports have been listed as acceptable verifiable data by the California Department of Education.

	2023 - 2024		2024 - 2025		2025 - 2026	
	Reading	Math	Reading	Math	Reading	Math
5th Grade	100%	70%	96%	33%	100%	44%
6th Grade	136%	87%	68%	68%	143%	90%
7th Grade	88%	25%	141%	112%	169%	120%

4 For 2023-24 & 2024-25, the goals are 80% for 5th grade & 60% for 6th - 8th grades in ELA and 75% for 5th grade & 45% for math.

8th Grade	156%	120%	217%	128%	175%	167%

Source: Curriculum Associates i-Ready Reports

The longer students are with us at VAMS, the better they perform.

VAMS maintains a cycle of implementing programs, assessing their impact, and adjusting for improved results. Over time, this approach has yielded gains in academic performance. Between 2023 and 2025, VAMS has attained measurable increases in academic achievement for students by cohort.

Positive Findings of Growth Over Time Data:

- The Class of 2025 cohort shows growth in CAASPP scores in DFS and percent standards met/exceeded in ELA, math, and science, with their final performance level improved from when they entered 5th grade.
- The Class of 2026 cohort shows consistent growth in i-Ready progress towards annual typical growth median in both ELA and math. Students in this cohort grew from 27% to 69% in math typical growth met and 49% to 66% in ELA typical growth met.
- The Class of 2026 cohort subgroups all showed consistent growth in i-Ready progress towards annual typical growth median in both ELA and math.
- Despite starting at 15% of students meeting standards in math, preliminary data for the 2025-2026 school year indicates that the percentage of the Class of 2026 8th graders meeting standards more than doubled to 33%. There is a 15% decrease in students not meeting standards from 5th grade (56%) to 8th grade (41%).
- Class of 2026 5th graders started at 18% of students meeting standards in science. Preliminary data for the 2025-2026 school year indicates that the percentage of 8th graders meeting standards nearly doubled to 33%. There is a 19% decrease in students not meeting standards from 5th grade (28%) to 8th grade (9%).

Areas for Growth Revealed by Growth Over Time Data:

- The Class of 2025 showed increases in their 6th and 7th years in ELA and math DFS, however improved the DFS by their 8th grade year.

Valor Academy Middle SchoolCohort Data							
Class of 2025				Class of 2025			
Year	ELA DFS	Math DFS	Science Points	Year	ELA % Met/ Exceeded	Math % Met/ Exceeded	Science % Met/ Exceeded
21-22	-34.9	-91	-19.3	21-22	32.28%	14.96%	20.48%
22-23	-43.2	-89.49		22-23	37.51%	20.31%	
23-24	-34.0	-93.69		23-24	40.94%	16.54%	
24-25	-16.4	-74.64	-14.61	24-25	42.52%	24.60%	26.19%

Source: California Department of Education. (2021–2024). CAASPP research files: Smarter Balanced (ELA and mathematics) and CAST (science) [Data sets]. California Assessment of Student Performance and Progress (CAASPP).

i-Ready Typical Growth Median in Final Diagnostic Class of 2026 Cohort Data		
	Reading	Math
2022 - 2023	94%	40%
2023 - 2024	136%	87%
2024 - 2025	141%	112%
2025 - 2026	175%	67%

Source: Curriculum Associates i-Ready Reports

i-Ready Typical Growth Median in Final Diagnostic Class of 2026 Cohort Subgroup Data								
	Hispanic/Latino		Socioeconomically Disadvantaged		Students with Disabilities		Multilingual Leaners/EL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
22-23	89%	40%	94%	40%	55%	72%	81%	41%
23-24	135%	87%	135%	84%	116%	150%	153%	67%
24-25	142%	115%	141%	115%	182%	131%	136%	104%
25-26	175%	167%	175%	167%	206%	191%	133%	158%

Source: Curriculum Associates I-Ready Reports

VAMS's math data performance on the California School Dashboard as well as the initial 5th grade year of math testing on i-Ready may not always reflect the growth students have made over time as they continue to learn at VAMS. While growth in 5th grade has been slower, by the

end of their 8th grade year at VAMS, students make higher levels of growth given the longevity of their time at VAMS. This similar pattern can be seen in all major subgroups where students' progress in typical growth median increases every year they are at VAMS, exceeding their growth from when they entered 5th grade.

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

As demonstrated by student outcomes and program data, Valor Academy Middle School has developed a responsive and community-centered model that meets the academic and social-emotional needs of our students. For all components listed below, you'll notice each key feature is data-informed. Our success can be attributed to three key components of our educational program:

1. Data-Informed Decision Making
2. Differentiated Learning
3. Whole Student Approach

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

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

DATA INFORMED DECISION-MAKING INITIATIVES	
i-Ready Testing	Taken in the Fall, Winter, and Spring, i-Ready's adaptive testing approach allows the VAMS team to determine the current performance level of each individual within our student body. Measures can then be utilized to determine and address individual needs (see Key Feature #2: Differentiated Learning). Macroscopic trends can also be determined by discovering key needs in the domains of testing for each subject (Reading: Vocabulary, Overall Comprehension, Literature Comprehension, and Informational Text Comprehension. Math: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry). This data allows for schoolwide initiatives to be put into place in order to address common areas of need

	in every classroom. Disaggregation of data ensures that equity gaps are found and addressed. Finally, anecdotal observation has shown a strong correlative connection between end of year proficiency on i-Ready and proficiency on state assessments. Using this data, priority standards are identified for testing bootcamps for all students ahead of end of the year testing. (See "Testing Bootcamp" below)
Panorama Student, Staff, and Family Surveys	Students, staff, and families all take surveys at multiple times per year to determine the state and trajectory of all stakeholder's opinions on a variety of areas that the school. Families are surveyed about their ability to aid their students in their work and effort; the school climate; the fit of the school for their family's needs, and school safety. Students are surveyed on their sense of self-efficacy, growth mindset, self-management, social awareness, and classroom effort. Finally, all staff are surveyed about school climate and the support they receive from school and org-wide leadership. The data generated from these surveys allows school leadership to adjust initiatives while addressing the socioemotional needs of all stakeholders. The impact of including socioemotional data in decision making reveals itself in teacher retention (which is a key driver of student academic success), student retention and persistence, discipline data, and also graduation and post-secondary data.
Data Analysis Protocols (DAP)	Throughout the year, data from interim assessments, unit assessments, and i-Ready diagnostics are analyzed to determine appropriate adjustments for supports inside and outside of the content classroom. Using i-Ready's assessment and learning software, students are provided lessons based on their individual needs. These needs are determined by the data generated in their fall and midyear i-Ready assessments. Qualifying students work on these lessons weekly during their flex class; gaining knowledge to fill in identified learning gaps and improve test scores and classroom performance. Teachers complete differentiated action plans to determine adjustments for student groupings, accommodations to support learning, and interventions for struggling students including students with disabilities, both confirmed and suspected. These plans also outline a reteaching plan covering standards and concepts that data shows were a struggle for the majority of students.
Gradebook Analysis Protocol	At the end of each grading period, all teachers engage in a gradebook analysis protocol to determine grading trends and uncover and address

	possible equity gaps. Teachers establish their distribution of grades as well as determine key drivers of trends such as consistent patterns in classwork, formative, or summative assessment. Finally, teachers determine action plans for necessary reteaches at the macroscopic level as well as individual intervention including but not limited to tutoring, parent outreach, and assessment retake. Some students may be referred to a higher tier of support school-wide.
Interim Assessment Block Tests ("IABs")	All VAMS ELA, Math, and Science classrooms have committed to using the IAB formative assessments provided by the CAASPP. These assessments provide details of individual and class wide attainment of content standards and skills. The resulting scores inform both immediate classroom intervention as well as testing bootcamp (see below). Misconceptions are discovered earlier and all department staff are responsible for addressing achievement shortfalls.
Testing Bootcamp	By gathering data from i-Ready Testing, IABs, DAPs and Gradebook Analyses, as well as gathering qualitative data from staff and students, content departments work in conjunction with school leadership to target key standards for upcoming high stakes testing, including CAASPP, CAST, and ELPAC. Specialized lessons based on gathered data are given during content tutoring and in ELA, Math and Science classes for the weeks ahead of CAASPP, CAST, and ELPAC. For CAASPP, Co-Teaching periods led by ELA and Math content teachers along with Special Education teachers use preparatory lessons that are given to all students to ensure that each student has the best, most data informed, opportunity to score their best on the high stakes state assessments.
Curriculum	Along with having excellent educators facilitating learning, the quality of the curriculum students learn from is one of the most consequential elements of success or shortfall in a student's education. It is with this intentionality that Valor Academy Middle School and Bright Star Schools only allow top rated and performing curricula to be brought to the pilot level of org-wide implementation. Once piloted and resulting internal qualitative and quantitative data is assessed by our internal team, the curriculum is considered worthy of being rolled out to all staff. It was through this process that Bright Star Schools adopted the Illustrative Mathematics curriculum, which received the highest possible ratings on every rubric item at every grade level on Edreports.

Collaborative Content Planning	All ELA, Math, Science, and Social Studies teachers meet weekly to collaborate and provide feedback to content teaching peers. During this time teachers analyze student work to determine necessary vertical articulation of skills, offer feedback and support, and plan to address gaps in student learning. Additionally, teachers review pacing plans and student data to determine adjustments, provide feedback on lesson plans and tools, and share takeaways from observations and walkthroughs. This opportunity to examine and critique our practices ensures constant growth for staff in their ability to more quickly adjust to meet student needs.

Key Feature #2 and Its Success: Differentiated Learning

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

- Multilingual Learners
- Students with IEPs
- Students behind multiple grade levels in Math and ELA
- Students exceeding grade level standards

Differentiated instruction is the process of tailoring lessons to meet all student's interests, strengths, and needs. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning. VAMS has committed much time and energy to our differentiated intervention programs to help close achievement and equity gaps at multiple grade levels.

DIFFERENTIATED LEARNING INITIATIVES	
ELD Instruction	Valor's ELD department focuses on both in-class ELD curriculum as well as supporting students and instructors in delivering instruction that is accessible to students of all levels of English language acquisition. Staffed with a lead ELD instructor, MLL students as well as Reclassified Fluent English Proficient ("RFEP") students benefit from push-in aid in core content classes. Our ELD instructor also leads a minimum of three professional development sessions per year to ensure that all staff are equipped with the most up to date, research based instructional practices to serve our language learner population. Finally, utilizing data gathered

	in classrooms and assessments, our ELD instructor leads a testing bootcamp ahead of ELPAC assessments. These data informed bootcamps have led to marked improvements in Valor Academy's English Language Progress Indicator.
IE Department	Bright Star Schools uses the term "Inclusive Education" ("IE") to emphasize the integration of all students, regardless of ability, into a supportive and accessible learning environment, promoting equity and reducing stigmatization. This term reflects a broader commitment to diversity and inclusion within the entire school community. Inclusive Education is prioritized to ensure that each student derives meaningful benefit from their educational experience, especially our diverse learner populations. By centering inclusion, we emphasize increasing access for all students without decreasing rigorous expectations. All Bright Star schools believe that a strong Tier 1 instructional model is crucial to the progress of all students and embed universal support within our curricula to foster access and agency. Our Inclusive Education Staff is highly trained in their ability to target the individualized needs of our students with disabilities. VAMS's IE team includes one inclusive education teacher assigned to each grade level as well as two paraprofessionals to help provide push-in support and services to students. We meet these varied needs through our inclusive instructional programming models which include Co-teaching between general education and inclusive (special) education providers, full inclusion with push-in only academic services from inclusive (special) education providers, and a combination of push-in and pull-out services from our inclusive (special) education providers. As an inclusive model, Valor Academy places the highest value on push-in services, allowing students to remain in their scheduled classes with minimum interruption, which is within the best interests of each students' learning needs. Through these differentiated and inclusive models, we have observed our students with disabilities make meaningful progress within the general education curriculum and toward their IEP goals.
	VAMS has further differentiated instruction through our Tutoring and Office Hours programs. Our Tutoring program builds on the Small Group Instruction format, which was created as a data responsive intervention to target the various needs of students in Math and ELA.

Tutoring, Small Group Intervention, and Office Hours	The goal of this program is to have 80% of students grow by at least one grade level by the end of the year diagnostic test. Each quarter we use data to evaluate which students would benefit most from our different tutoring formats: • **Math and ELA Tutoring:** Math and ELA tutoring occurs during the Advisory block weekly. Students are selected using data from a combination of i-Ready diagnostic results, interim assessment performance, and gradebook analysis. Students complete an entry and exit assessment to determine growth. • **Phonics Support:** Instructional Assistants utilize Advisory weekly to pull out students for phonics small group support. Students are selected using data from diagnostics, and are given targeted phonics support based on their needs. • **Math Intervention:** Students showing greater need in Math based on diagnostics and classroom assessments are pulled twice weekly during independent work time in the Math class to receive additional support from our Interventionist. Student data from exit slip data guides additional supports provided both in class and in Math intervention groups. • **Office Hours:** Each content teacher holds weekly Office Hours to support the broader population of students by providing the opportunity to review concepts or have individual questions addressed. Students may independently sign up to attend Office Hours or may be assigned by their teacher to provide additional support. • **D.U.Y.A. (Dynasty's United Youth Association) Tutoring:** Utilizing i-Ready diagnostic data, students are assigned to after-school intensive tutoring with outside partners D.U.Y.A. This tutoring is structured in 7-week cycles, where students meet twice weekly for 2-hour sessions. At the end of the cycle, students are given an exit exam to determine growth and next steps for support.
Co-Teaching	Our Co-Teaching program pairs ELA and Math teacher school wide with a teacher or paraprofessional from our IE team weekly for a full instructional day. Utilizing the "Team Teaching" format from the "Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning" by Anne Beninghoff, along with knowledge gained from observing schools within our network as well as another inclusive

	charter, WISH Academy, we were able to provide a structure to ensure that Co-Teaching was consistent and impactful to students. Teachers are provided weekly planning time with their Co-Teachers to review student data and plan for the upcoming week. The Co-Teaching support allowed for greater small group intervention and re-teaching for struggling students, and opportunities for enrichment for students who are excelling in standards mastery.
Student Success & Progress Team ("SSPT")	When students show signs that tier 1 and even tier 2 interventions are not sufficient in bringing about academic success, it is the counselor who arranges the SSPT consisting of the student, guardians, and instructors, to develop a success plan and a series of interventions to ensure that the support that is needed is provided for every student in their care. During the initial meeting, data is reviewed as well as behavioral information to determine the function of key behaviors driving low performance results and what accommodations can be put into place to remove barriers to learning and for the student to replace behavior or study habits that result in low performance with ones that will find more success. The SSPT agrees to the plan, follows through, and then reconvenes to look over new data to determine the success of the plan and make adjustments accordingly.

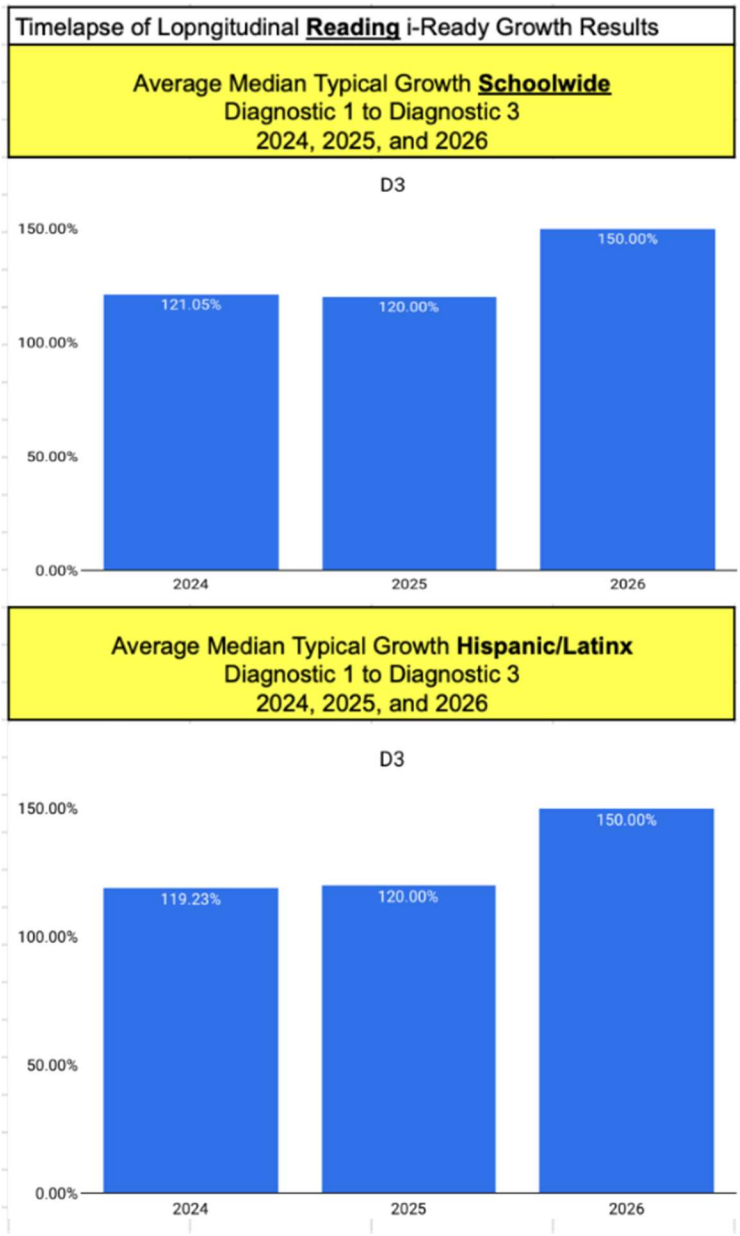
The actions described above allowed us to reach multiple subgroup successes as seen below.

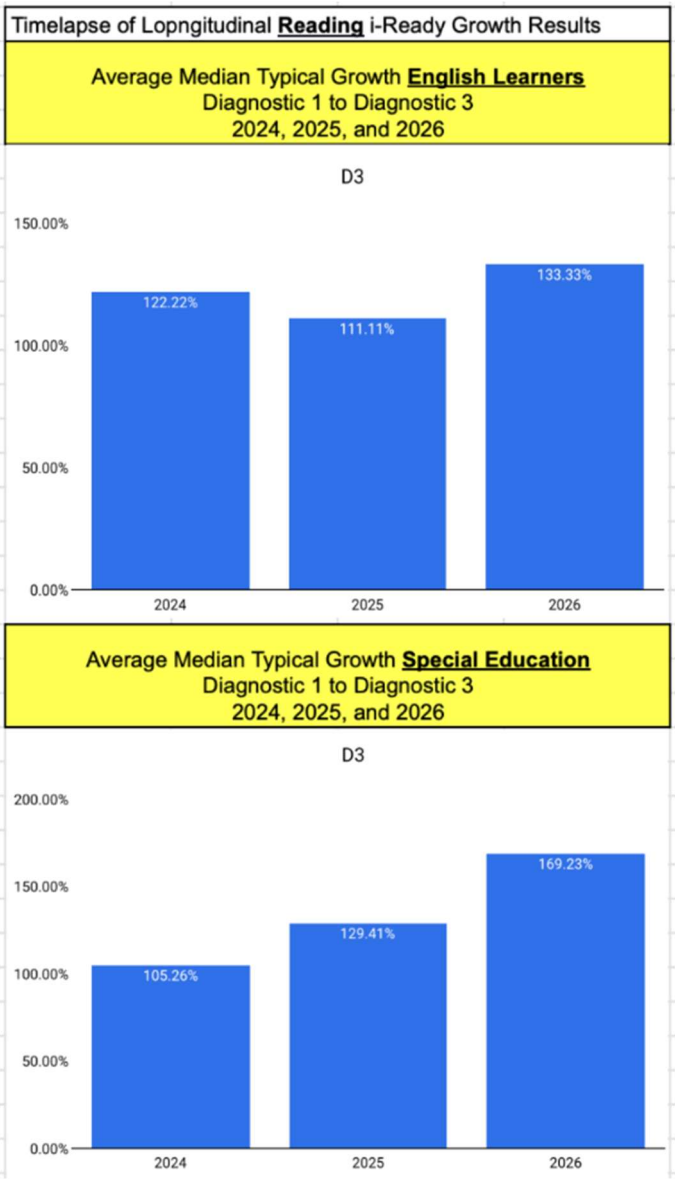
Percentage of Students Meeting 100% Typical Growth By Year on i-Ready <u>Reading</u>

Green implies 55% or more students met 100% of their typical growth goal by their final diagnostic. Red implies that less than 55% of students met 100% of their typical growth goal by their final diagnostic.

ELA	2024	2025	2026
Overall	56%	56%	61%
Hispanic/Latinx	55%	56%	61%
Multi Languge Learners	56%	53%	58%
Students with Disabilitites	52%	59%	64%
Socio-Economically Disadvantaged	55%	55%	61%

Source: Curriculum Associates i-Ready Reports



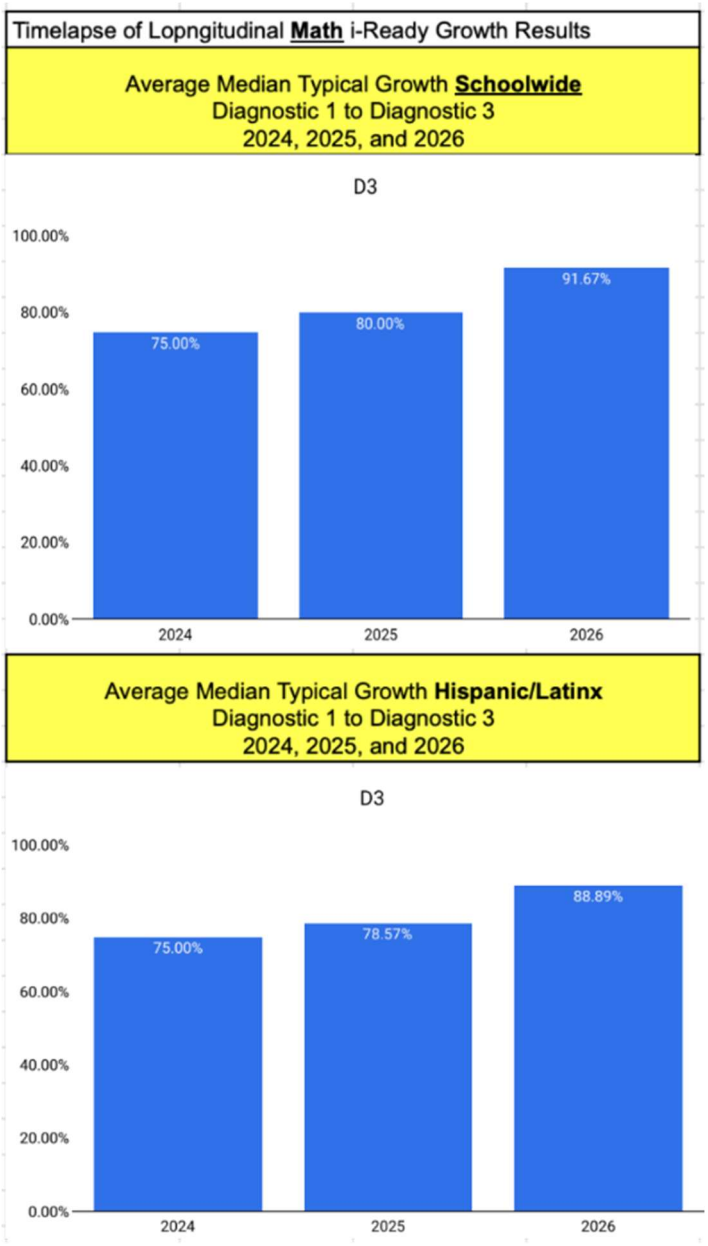


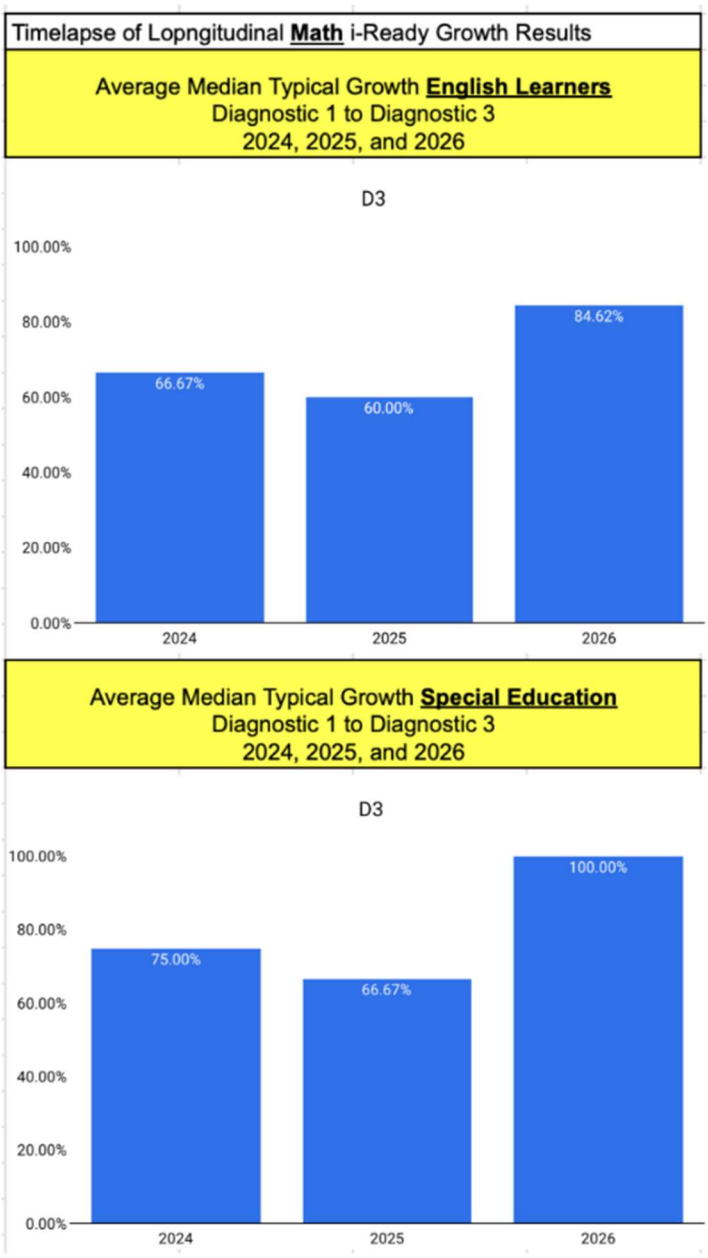
To summarize these ELA data success for subgroups:

- From 2024 to 2025, all subgroups showed higher than typical growth, with overall growth at 27 points higher than typical.
- In 2024 and 2025 all but one subgroup met or exceeded the goal of 55% or more students meeting 100% of their i-Ready Reading goal. In 2026, all subgroups exceeded the goal of 55% or more students meeting 100% of their i-Ready Reading goal.
- In i-Ready Reading, the average median typical growth of students in all subgroups exceeded 100% for all years.

This data shows that through the differentiated practices implemented at VAMS, students of all subgroups are more than catching up, but rather are out-pacing expected growth in ELA/Reading year to year.

Average Median Typical Growth By Year on i-Ready <u>Math</u>





To summarize these Math data success subgroups:

- In i-Ready Math, the average median typical growth of students in all subgroups has kept pace with schoolwide growth, including in 2026 when the average median typical growth for students with disabilities exceeded that of the overall school average median typical growth.

This data shows that through the differentiated practices implemented at VAMS, students of all subgroups are catching up to, and in some cases surpassing that of the overall student population.

Key Feature #3 and Its Success: Whole Student Approach

Our Whole Student Approach combines social-emotional learning and restorative practices to work in tandem, supporting the whole child. Our structured SEL framework equips students with self-awareness, emotional regulation, interpersonal skills, and the ability to make ethical decisions. These skills are reinforced through restorative practices that emphasize repairing harm, fostering accountability, and building strong community connections. A comprehensive counseling program that ensures every student is paired with a dedicated Pupil Personnel Services ("PPS") credentialed counselor who provides individualized academic guidance, social-emotional support, and referrals to essential services. Together, these approaches cultivate a school culture where students feel seen, valued, and empowered to reflect, grow, and contribute meaningfully to their environment. To complete that heart work, we also intentionally work to bring joy to our students' lives, which is a part of our school's mission. Components of these key features are described below.

Compass: A School-Wide SEL Framework

A part of the lifeblood of our Charter School is our certified Powered by Compass social-emotional learning program. VAMS implements Compass, a comprehensive SEL program developed by Valor Collegiate and adopted by Bright Star Schools. Grounded in the Valor Commitments, Compass promotes emotional intelligence, character development, and relational trust across the school community. A distinctive feature of Compass is its full-school implementation model, which applies to both students and staff. Students participate in structured "circle" experiences that promote self-awareness, empathy, and meaningful connections. Staff participate in parallel adult circles, which reinforce a culture of mutual respect and shared emotional growth among educators. Guided by the team at Valor Collegiate, our Compass model is grounded in the foundational elements of being human: mind, body, heart, and spirit. "Working the Compass" means intentionally developing the disciplines, habits, and mindsets that support excellence across these four domains. The model is comprised of four key components:

- Valor Commitments: Without a foundation of relational safety and trust, it is impossible for individuals to thrive or grow. Valor's Compass Commitments represent the relational agreements we make with one another as members of the Valor community. Through our commitment-based culture, we create a foundation of trust and safety, enabling everyone in our community to take the risks necessary for true growth and development. The Valor Commitments include:

    - Be Safe: I commit to keeping myself and others safe.
    - Be Inclusive: I commit to leaving no community member behind.
    - Seek Diversity: I commit to seeking diversity of perspective.
    - Be Kind: I commit to speaking to the person, not about the person.
    - Be Thoughtful: I commit to speaking from my heart but using my head.
    - Work Hard: I commit to working the Compass.
    - Be Accountable: I commit to walking my talk.
    - Be Brave: I commit to showing up with valor.

- Compass Disciplines: The Compass consists of five interdependent Disciplines. Each Discipline represents what excellence looks like in each human dimension – body, heart, mind, and spirit. All members of the VAMS community aspire to consistently access and live from their True North, to balance their Sharp Mind and Big Heart, and to constantly work to align their Actions to their Noble Purpose.
- Compass Core Habits: To become competent in the Compass Disciplines, it is essential to develop key mindsets, habits, and skills. While there are many mindsets, habits, and skills that lead to excellence in each Compass Discipline, we have defined a set of Core Compass Habits – two per Discipline – that we believe are essential to developing a reliable "inner Compass."
- Compass-Aligned Badgework: In the final component of the Compass framework, we chart the path for developing our Compass Habits and Disciplines. In many ways, the Compass Phase System is like the process of earning badges in Boy Scouts. Participants perform various experiential tasks, which we call Badgework, designed to help them grow across the Compass Habits and Disciplines. Both scholars and faculty participate in their own unique versions of Compass badge work. The completion of badge work culminates in participants sharing their experience with their community of peers within their own Compass Circle.
- Compass Circles are where magic happens. The Circle is the heart of our experiential learning approach. VAMS students and staff are placed in a community of 15-20 peers that meet weekly throughout the school year to participate in Compass Circle. In Circle, these community groups come together to support themselves and each other in their personal development. Compass Circle is a facilitated practice that includes the five key components below.
- True North -In our age of information overload and increasingly busy schedules, it is more important than ever to learn strategies for finding balance and presence in our lives. True North practices are invitations for individuals and the community as a whole to simply slow down and let their minds and hearts settle so that they can engage in their lives in a balanced and present manner. The True North practice in Circle is a brief,

guided contemplative practice, typically led by the facilitator, that helps create a collective sense of presence within the Circle.

- Check-in/Check-back - This is a space where every student makes their presence known. They dig into what is their strongest feeling word and express that to the circle. And then they introduce their peer next to them, recognizing that we are all in this together. Beyond that, the facilitator strategically checks back and provides appropriately aligned support for what has been expressed.
- Work - Coming in a variety of forms, work can include the celebration of a milestone, the seeking of support, prepared "badge work" which are each developmentally appropriate projects ranging from Identity Deck to My High School Vision so that scholars in circle are able to resonate with what they share by acknowledging what the badge work says about who they are, validating, recognizing, and affirming who they are, and make connections. Work can also look like an opportunity to hold each other accountable to the commitments by recognizing the impact of someone's actions on a relationship or on the community, so that reparation of harm can take place in that space.
- Appreciations - For appreciation, participants call individuals to the center of the circle to recognize something specific they've done, the impact it made on them, and to close with a physical connection.
- Closing -Each Circle closes with a reflective moment to name the important pieces from that day's circle, and then they have their own unique circle chant that they recite together.

Restorative Practices

VAMS is committed to supporting the whole child through a dual approach: implementing Compass, a schoolwide social-emotional learning program, and embedding restorative practices into everyday school culture. Together, these systems create a safe, inclusive, and emotionally responsive environment where students feel a strong sense of belonging and purpose.

VAMS attributes the continued decline in suspensions and disciplinary incidents to the intentional and sustained implementation of restorative practices. Rather than relying on punitive discipline, VAMS takes a proactive, community-centered approach that supports student accountability, reflection, and reintegration.

All counselors and administrators at VAMS have received extensive training in leading restorative practices, including community-building and harm-repair circles. These practices are embedded into their daily work with students and serve as a core strategy for addressing conflict, repairing harm, and fostering a stronger sense of community. Staff are also offered ongoing professional development in restorative justice through on-site and external workshops. These

trainings explore both the theory and application of restorative justice in schools, equipping educators to shift from punitive discipline to relational accountability. Key components of the VAMS Restorative Practices program include:

- **Restorative Projects:** Students who have violated the Valor Commitments first complete a Restorative Project that provides learning around the commitment that was violated and opportunity to share key takeaways from their learning. From there, students complete apology letters to all that were harmed by their actions, and then they work with our Dean of Restorative Practices to make a plan to address the behaviors that lead to the broken commitment.
- **Restorative Panels:** Students present their projects to a panel consisting of their family, teachers, administrators, and peers. Restorative Panel participants are given the opportunity to ask questions and provide feedback to the student participating in the panel. At the conclusion of the panel, the student is supported in implementing their plan to address their behavior, while also moving past the infraction through the closure provided by the panel.

Additional restorative tools/actions include:

- 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
- Referrals to community-based programs that offer youth services or supports
- School-based mental health counseling through partnerships such as Didi Hirsch Mental Health Services and Antioch University of Los Angeles Counseling Center
- Push-in behavioral support from campus support staff
- Documentation of the restorative practices used for home communication and tracking of behavior

Quality Counseling Program

VAMS is committed to supporting students by ensuring that every student has a counselor connected to them and their family. That means providing counselors with a manageable ratio of students so that they can in turn provide individualized support for all students. Our Charter School counseling program delivers data-driven, comprehensive services that seek to meet the needs of all students. Those include:

- *Tier 1 Classroom Lessons* - Often including developmentally relevant topics such as bullying, growth mindset, positive relationships, and self-regulation, the lessons are not only delivered, but a pre- and post- assessment is also given to gauge effectiveness and gather further information to potentially form small group support for students who require it.
- *School-wide Events* - Ranging from career day to college field trips, guest speakers, and thematic fun days, the counseling program organizes school-wide special events that enhance the Charter School community. Exposing college exploration to students while also providing opportunities for students to meet real people in their fields of interest, the counseling team works to meet that aspect of the American School Counselors Association national model.
- *Family Workshops* - To equip families with the skills to support their students, VAMS offers special events and workshops. Some may include exploration of college and requested topics like navigating relationships, while others may include topics that are state-mandated, like suicide prevention and sexual health.
- *Tier 2 Small Group Support* - To provide additional support for students facing common challenges, counselors offer targeted sessions on specific topics, such as anger management, grief, or self-esteem. As with Tier 1 support, students in Tier 2 small groups take a pre- and post-assessment, which helps determine effectiveness or potential recommendations for individualized support at a Tier 3 level.
- *Tier 3 Individualized Support* - While the counseling team directs students needing individualized mental health support to appropriate community partners for counseling, they provide all three tiers of support for students with attendance challenges. Sometimes, that tier 3 support looks like screening a student for suicidal ideations and directing them towards the support they need in the most discrete way possible.
- *Attendance Support* - Counselors support with attendance by starting with general information for families and students about attendance, then escalating to mandatory workshops for families of students on track for chronic absenteeism, and, as needed, provide tier 3 one-on-one attendance accountability or arrange transportation to avoid reaching the level of an attendance panel hearing.
- *Academic Habits* - Counselors track student report card trends to facilitate transparency between the student and their family, ensuring they understand the expectations for academic promotion and success. While teachers guide academic content, counselors guide the habits that lead to academic success, which may include regularly reviewing academic progress and learning self-advocacy skills.
- *Scaling In-House SEL*: VAMS is expanding its in-house SEL services to provide more consistent, school-embedded support for students' mental wellness. This includes

expanding access to on-site counseling, building staff capacity to respond to student needs with trauma-informed practices, and aligning SEL. programming with our broader community school goals. By integrating these services into the school day, we aim to create a more supportive, connected, and emotionally safe learning environment for all students.

Life Experience Lessons: The Hallmark Experience

Life Experience Lessons ("LELs") have been a hallmark of Bright Star's programming since the organization was founded in 2002. These fully funded trips are designed to enrich students' education through immersive, real-world experiences that promote independence, leadership, and personal growth. VAMS offers real-world learning opportunities through fully funded educational trips that align to the focus of each grade level's school year. These experiences expose students to new interests, ideas, and environments, fostering leadership, creativity, and connection beyond the traditional classroom. LELs:

- Expose students to new experiences and the world outside of Los Angeles
- Motivate students to achieve academically and behaviorally
- Provide experience for applying for college and jobs in the future
- Deepen connections to peers and staff and create lasting memories

Students in all grade levels are eligible to attend each year, provided they meet academic and/or behavioral expectations. As students get older, they are also expected to maintain a year-long portfolio documenting their college and explorative trips throughout the year leading to the LEL and then complete a culminating project summarizing the year-long impact of preparing for and attending the LEL.

Recent LELs figures include:

Student Impact of Life Experience Lesson Overnight Trips ***Number of Student Participants***			
	2023-2024	**2024-2025**	**2025-2026**
5th	**AstroCamp** 88 students	**AstroCamp** 74 students	**AstroCamp** 76 students
6th	**Catalina Island** 92 students	**Pathfinder Ranch** 78 students	**Pathfinder Ranch** 72 students

7th	**San Diego University Discovery Tour** 113 students	**San Diego University Discovery Tour** 106 students	**San Diego University Discovery Tour** 78 students
8th	**Bay Area University Discovery Tour** 114 students	**Bay Area University Discovery Tour** 102 students	**Bay Area University Discovery Tour** 88 students

Source: Internal data collection of student registration packets

LELs align with supporting our school in living out our values as follows:

Value	Value Definition	LEL Alignment	Proposed LEL Impact Definition
Ubuntu	Our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.	Develop our students' sense of humanity for themselves and others	Develop our student's sense of humanity for themselves and others through making explicit connections to the development of their identities, relationships and education.
Kohyang	Means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities.	Expand our students' sense of "hometown"	Expand our students' sense of "hometown" by providing our students who attend with access to diverse people, places and institutions that they would otherwise not have access to; in order to increase their familiarity with the world around them and their place in it.
Integridad	We need to be the best version of ourselves, to speak our own truth and to advocate for those whose voices are not heard.	Inspire our students to be the best version of themselves on and off the trip	Inspire our students to be the best version of themselves on and off the trip by providing them with a high quality life experience they help create through their active participation, engagement and leadership.
Growth	Having a mindset that allows us to	Ignite lasting student growth	Ignite lasting student growth through exposure to new ideas and experiences

	achieve excellence and gain fulfillment through our pursuit of learning and development.		that challenge and support them to lead inspired and fulfilled lives.

Sports and Clubs

At VAMS we believe that a key part of the middle school experience is trying new things to learn where your interests may lie. To provide these opportunities, VAMS offers students the opportunity to participate in a well-rounded sports program free of charge. Staff coaches lead students in on-campus practices at least twice each week in preparation for competition in the facilitated league that we partner with. Sports provided include:

- Flag Football (Co-Ed)
- Girls and Boys Volleyball
- Girls and Boys Basketball
- Esports
- Girls and Boys Soccer
- Track and Field
- Students Run LA (SRLA)

Additionally, VAMS offers enriching on-campus opportunities through clubs that meet approximately once a week. Most staff members lead a club aligned with students' interests, ranging from academics and the arts to sports and culture. Clubs offer students the chance to discover new passions, develop collaboration and leadership skills, and form stronger relationships with peers and staff. These weekly experiences foster creativity, build confidence, and strengthen the sense of community on campus. Club topics may include popular culture like Pokémon or Harry Potter, or themes around wellness, like "mindfulness club," or kindness club, or knitting, ping pong, or sports topics. Others may be involved in the arts, such as watercolor painting, dance, screen printing, or culinary arts. Clubs vary from year to year based on topics of student interest, aligning with topics that teachers can provide. Due to the full staff investment, clubs are able to operate in small groups, and students are allowed to change their clubs at certain times of the year to explore multiple experiences.

Community School Implementation

The Community School Framework includes the following pillars: integrated student supports; family and community engagement; collaborative leadership and practices for educators and administrators; and extended learning time and opportunities. These pillars are critical in ensuring that the community's voice helps define what equity looks like and how it should be

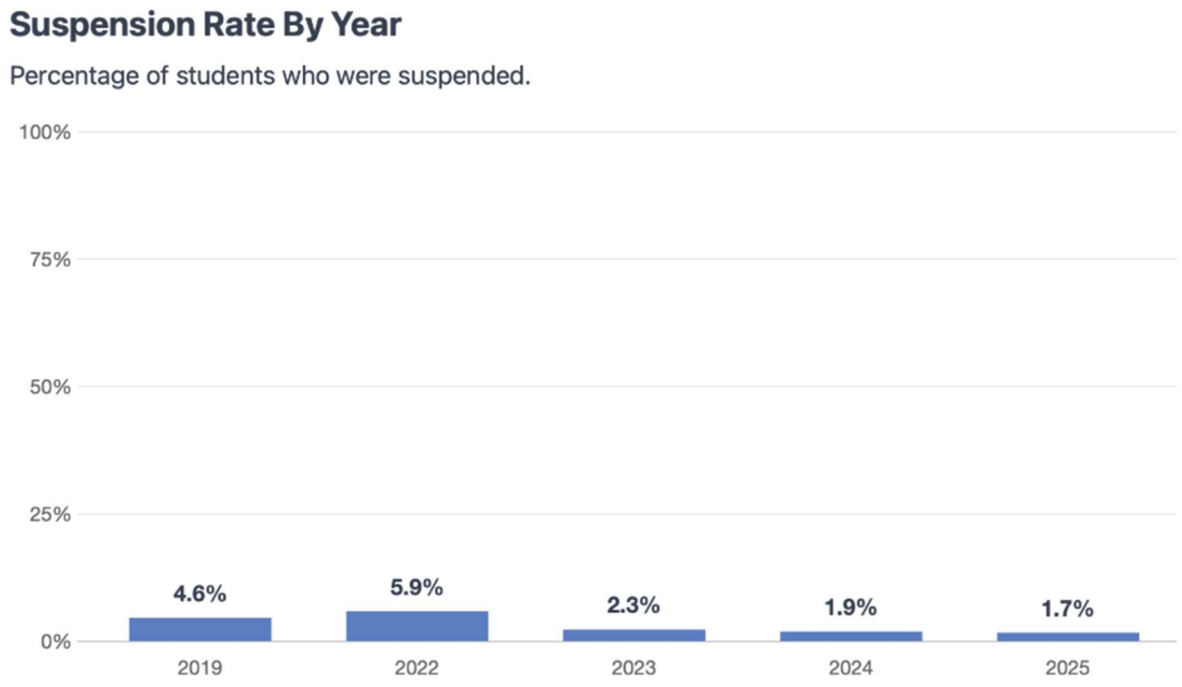
achieved. To ensure authentic community engagement, our commitment to the community school model calls on us to identify and elevate the assets within our community and family networks, positioning the Charter School as a hub of resources and relationships. By embracing a distributed leadership model, leadership responsibilities are shared across the Charter School community rather than centralized with the Principal or a small group of administrators. This approach empowers teachers, staff, students, and families to take on meaningful leadership roles, fostering a collaborative and inclusive environment for decision-making and continuous Charter School improvement. The benefits of this model include shared responsibility, empowerment, and a stronger culture of collaboration and accountability. Through these intentional partnerships, we expand extended learning opportunities—not only through our after-school programs, but also through enrichment experiences that enhance student learning and deepen family engagement. Importantly, the initiatives outlined in the CCSPP framework are not treated as stand-alone efforts but are intentionally woven across Charter School goals and strategic streams to ensure alignment, coherence, and long-term sustainability.

Grounded in the Community Schools model, VAMS partners with students, families, staff, and community organizations to co-create programs that reflect the needs, values, and lived experiences of our Charter School community. This collaborative approach ensures that VAMS remains responsive and rooted in meaningful engagement. By leveraging community assets and shared leadership, we develop responsive programming that meets the evolving needs of students and families. One example of this is our effort to better promote a culture of literacy on campus. Through community partnerships, the VAMS Community School Manager was able to secure hundreds of books across reading levels to distribute to students free of charge. The VAMS Community School Manager was also able to forge a partnership with our local library to provide all students with a library card and secured the library's participation in family events on campus to help families learn how the library can be of service to their student. These partnerships enhanced student learning in and outside of the Charter School, as evidenced by improving student reading outcomes.

Successes & Impacts of the Whole Student Approach

To understand the impact of VAMS's Whole Child Approach, we analyze several key data points. Most significantly, we monitor suspension rates as an indicator of how effectively we are addressing student behavior through nonpunitive, supportive strategies.

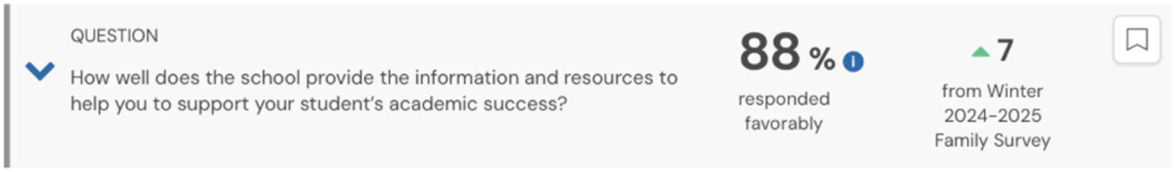
- In 2022, VAMS' suspension rate was 5.9%
- In 2023, the suspension rate dropped to 2.3%
- In 2024, the suspension rate dropped to 1.9%
- In 2025, the suspension rate dropped to 1.7%

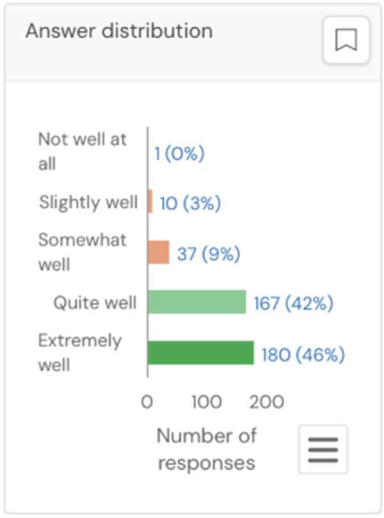


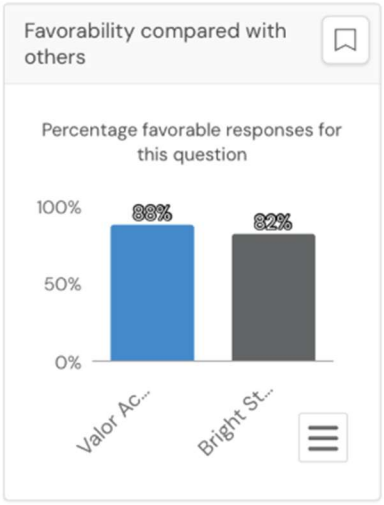
This sharp decrease reflects the strength of our restorative model and the dedication of counselors, deans, teachers, and families working together to support students in moments of challenge. VAMS consistently maintains lower suspension rates when compared to the State overall. By addressing underlying social-emotional needs, teaching conflict resolution, and providing opportunities to make amends, VAMS creates a more inclusive and supportive learning environment for all students.

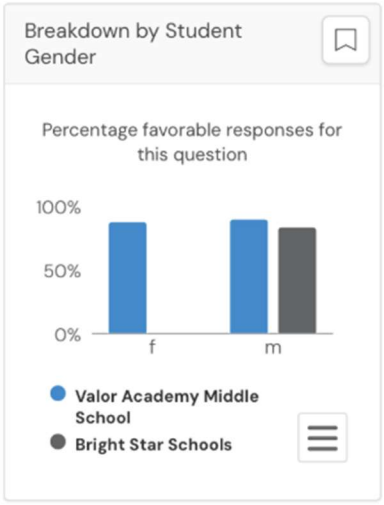
Our quality counseling program has had a significant impact on students and the school community. By providing Tier 1 lessons for students, it has improved student self-efficacy by 3-9 points from winter to spring in 2025-2026 per the Panorama Education National Student Survey. In concert with Compass, which fosters student beliefs, the counseling program equips students with skills to develop their abilities, thereby influencing their self-perception and sense of capability. In the 2025-2026 Winter Family Survey VAMS saw increases of 7-8 points on our annual Parent and Family Survey in perception of the quality of resources and supports provided to their child, and in their perception of discipline at their student's Charter School. Our annual student survey also showed increases in student self-efficacy, showing improvement in their belief of their own abilities, and their understanding of how to seek necessary support. These increases display the impact of our Restorative Practices and counseling programs. Our counseling program provides wide-ranging support, including academic guidance, social-emotional development, and college and career readiness.

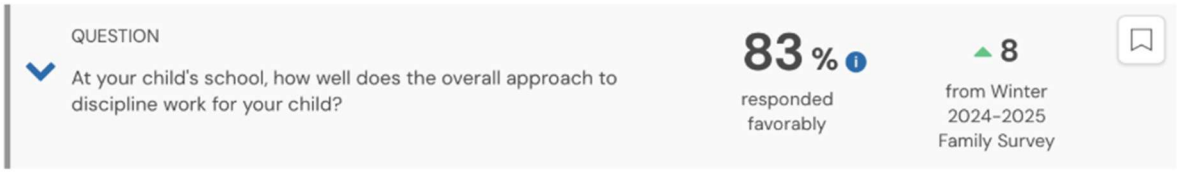
Source: Panorama Education National Student Survey

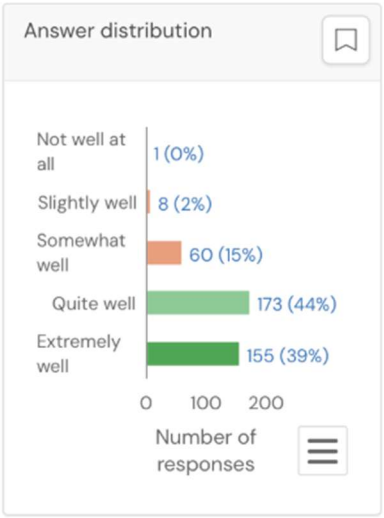


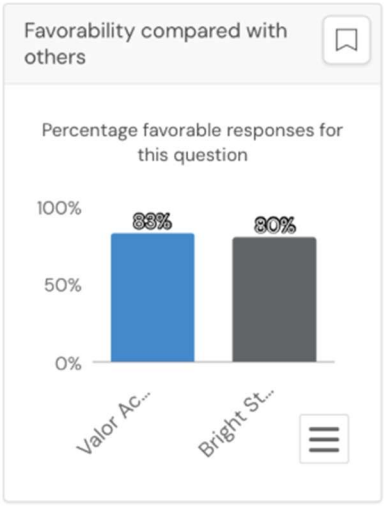


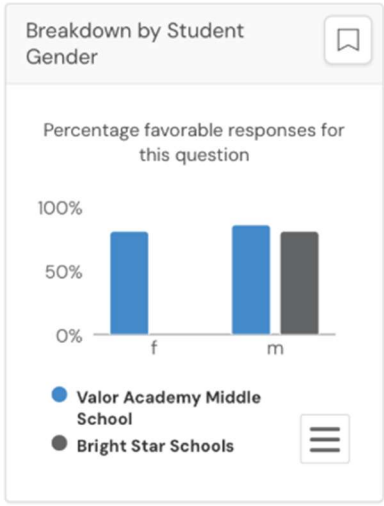


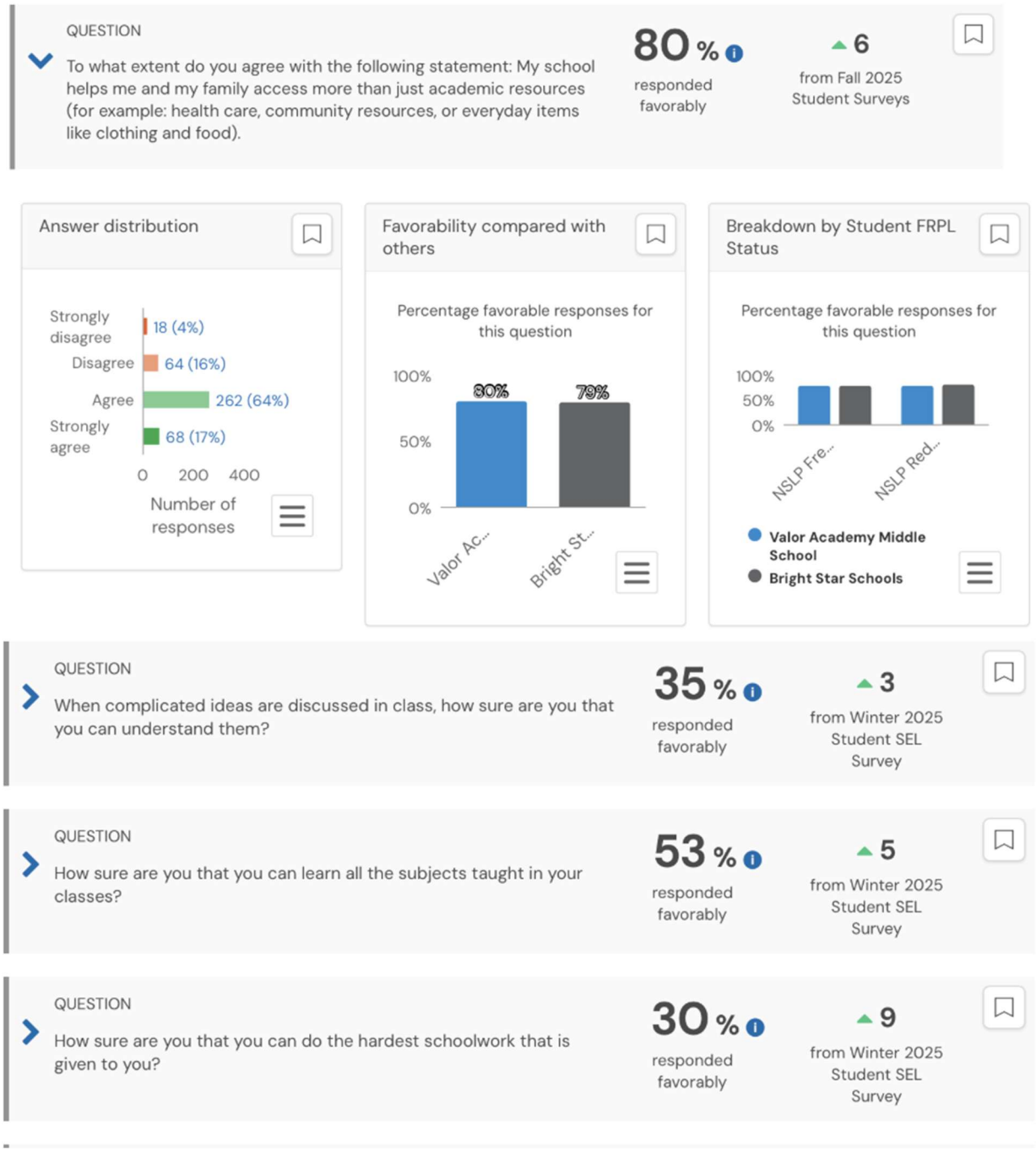












Source: Panorama Education National Student Survey

1.2d: Areas of Challenge

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

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

1. Mathematics Performance on California School Dashboard
2. English Language Arts Performance on California School Dashboard

Area of Challenge #1: Mathematics Performance on California School Dashboard

While VAMS students demonstrate growth in verified data and often outperform alternate neighborhood school students, one challenge remains with Math Performance on the Dashboard. To frame and to contextualize VAMS's approach to the first challenge, the tables below present the gap in performance on the California School Dashboard. Specifically, they show the distance from standard in Math for VAMS compared with the state and neighborhood schools. The second table breaks this data down by grade level, offering a more detailed look at student performance by grade. To explain the "how" behind the Charter School's approach, the subsequent charts highlight VAMS key features and demonstrate how data-informed interventions have been strategically used as levers for improvement.

Historical Overall Student Population's Distance from Standard ***Math***			
School	**2022-2023**	**2023-2024**	**2024-2025**
Valor Academy Middle School	-89.3	-93.9	-93.5
State	-49.1	-47.6	-42.4

Source: California Department of Education. (2021–2024). CAASPP research files: Smarter Balanced (ELA and mathematics) [Data sets]. California Assessment of Student Performance and Progress (CAASPP).

VAMS Distance from Standard By Grade Level: ***Math***			
Grade	**22-23**	**23-24**	**24-25**
5th Grade	-93.17	-99.21	-91.29
6th Grade	-89.49	-104.53	-107.94
7th Grade	-100.28	-93.69	-104.87
8th Grade	-116.62	-80.19	-74.64

Source: California Department of Education. (2021–2024). CAASPP research files: Smarter Balanced (ELA and mathematics) [Data sets]. California Assessment of Student Performance and Progress (CAASPP).

The data shows that Valor Academy Middle School remains below standard in math performance across all three years. At the grade level, results vary, showing clear areas of strength alongside opportunities for growth. The most notable improvement occurs in 8th grade, which shows strong year-over-year growth, improving from -116.62 in 2022–23 DFS to -74.64 DFS in 2024–25. Fifth grade fluctuates but shows a slight overall recovery after a dip in 2023–24. Seventh grade improved one year before declining again. Sixth grade shows the most consistent need for improvement. In response, targeted interventions and supports are in place for 6th grade, including push-in support during math instruction, to help strengthen student learning and growth.

In order to create meaningful improvement in these areas of challenge, VAMS leans into its key features to create interventions within each area as described below.

Rigorous, Standards-Based Learning

Data-Informed Interventions: Rigorous, Standards-Based Learning	
Intervention	**Description**
Rigorous Curriculum	Valor Academy Middle School recognizes that the quality of curriculum is one of the most significant factors influencing student achievement. The organization has adopted Illustrative Mathematics (IM) as its core mathematics curriculum because of its strong alignment to the Common Core State Standards and its nationally recognized quality, including the highest possible ratings from EdReports across all grade levels. The IM curriculum is intentionally designed to promote rigorous mathematical learning by engaging students in deep thinking, reasoning, problem-solving, and the application of concepts in meaningful contexts. Its approach emphasizes conceptual understanding, multiple solution strategies, mathematical discourse, and productive struggle, creating opportunities for students to develop a deeper and more durable understanding of mathematics.
Coaching	All math teachers receive 1:1 coaching and regular observations. Coaches provide targeted support to help math teachers refine their performance and improve student outcomes on math assessments. As part of our regular feedback cycle, progress is monitored through pulse checks and mini observations. Bright Star Schools' org-wide Director of

	Mathematics Instruction frequently joins coaches to conduct learning walks as well as instructional rounds to further pinpoint where coaching can support teaching practices.
Use of Formative Assessments	VAMS commits to continued and expanded use of standardized formative assessment such as the Focused Interim Assessment Blocks (FIABs) and Interim Assessment Blocks (IABs) from the resources provided by CAASPP. VAMS is currently assessing IABs after each instructional unit, ensuring spiraled assessment for Math so students not only have another opportunity to demonstrate learning, but also generate more data for educators in order to reteach. Our math department will use the data gathered to determine progress of standard attainment and also to determine potential student challenges in engaging with the prompts as written. The assessments provide valuable opportunities to ensure students are prepared for the depth of knowledge required by SBAC prompts. The math team will collaborate to determine key standards that must be addressed and will collectively plan a necessary response/ intervention. Interventions will directly address areas subject to reteaching and concept review, to meet the needs of all students listed in the section below.
Data Protocol Analysis	Through the analysis of mathematics assessment data, teachers develop differentiated action plans to identify instructional adjustments that support student learning and achievement. These plans guide decisions regarding flexible student groupings, targeted accommodations, and interventions for students who demonstrate difficulty mastering mathematical concepts and skills. Additionally, teachers use data to identify key standards and mathematical practices that require reteaching and/or remediation.
Gradebook Analysis	At the end of each grading period, math teachers engage in gradebook analysis protocols to identify grading trends, monitor student progress toward mastery of mathematical standards, and address potential gaps. Analysis includes examining grade distributions and trends across classwork, formative assessments, summative assessments, and standards-based data.
Testing Bootcamp	Math Testing Bootcamp is designed using a combination of identified priority standards through CAASPP and areas of need identified through

	ongoing Data Analysis. In the weeks leading up to CAASPP, students participate in targeted review sessions that focus on critical mathematical concepts, problem-solving strategies, and test-taking skills. Bootcamp lessons emphasize high-leverage standards, provide opportunities for guided practice with CAASPP style questions, and address common misconceptions identified through data analysis. Co-teaching and intervention support provided by mathematics and Special Education teachers ensure that all students receive differentiated instruction, strategic scaffolds, and multiple opportunities to strengthen their understanding.
Collaborative Content Planning	Mathematics teachers meet weekly during collaborative content time to analyze student work, examine assessment data, and provide feedback on lesson plans. During this planning time, teachers identify trends in student understanding, determine necessary vertical articulation of mathematical concepts and skills, and develop strategies to address learning gaps.

Differentiated Learning

Data-Informed Interventions: Differentiated Learning	
Intervention	**Description**
Math Tutoring	Math tutoring provides targeted, data-driven intervention designed to address individual student learning needs and accelerate mathematical growth. Tutoring uses i-Ready diagnostic data, interim assessment results, and gradebook analysis to identify students who would benefit most from additional support. Mathematics tutoring is provided during the Advisory period on a weekly basis and focuses on strengthening foundational skills, addressing unfinished learning, and reinforcing grade-level standards. Students participate in entry and exit assessments to measure growth and monitor the effectiveness of interventions.
Small Group Instruction	Students that demonstrate the greatest need in mathematics, as identified through diagnostic assessments and ongoing formative data, participate in targeted small group instruction during class independent work time. Small group lessons are focused on strengthening foundational math skills, providing differentiated instruction, and

	building the confidence and strategies necessary for students to successfully access and engage with grade-level curriculum.
IE Collaboration	As mentioned in the previous section, Bright Star Schools uses the term "Inclusive Education" ("IE") to emphasize the integration of all students, regardless of ability, into a supportive and accessible learning environment, promoting equity and reducing stigmatization. Our Inclusive Education Teachers within our IE Department continuously collaborate with our math department. Our Inclusive Education Teachers focus on ensuring that the unique needs of our students with disabilities are addressed and that all IEP accommodations are present and progress on IEP math goals are made. Inclusive Education teachers make sure that they are aware of the standards currently being taught in each math class to enable them to support, either through review or frontloading during push-in, pull-out and resource class service.
Office Hours	Office Hours provide students with individualized academic support through mentoring, one-on-one tutoring, and targeted mini-lessons. Students may attend Office Hours by self-enrollment or teacher assignment. These sessions serve as a structured system that provides timely academic support, promotes student success, and addresses learning needs.
Co-Teaching	Our co-teaching program pairs each math teacher with a teacher or paraprofessional from the IE team. The co-teachers work together to plan, deliver, and assess instruction, ensuring all students have equitable access to grade-level math standards and meaningful learning experiences. Teachers are provided planning time with their co-teachers to review student data and prepare instruction for the upcoming week. This co-teaching model supports targeted small-group intervention and re-teaching for students who need additional support, as well as enrichment opportunities for students who have demonstrated mastery of standards.
Responsive Programming through	Certified tutors provide group academic intervention for up to 24 students in 3 grade levels that focus on priority math standards. The Dynasty's United Youth Program (DUYA) utilizes i-Ready standards

Community Partnerships	assessments to measure growth. Tutors provide high-dosage tutoring (2 hours) twice a week for 7 weeks. Students engage in structured lesson plans that provide differentiation and guided practice.

Whole Student Approach

Data-Informed Interventions: Whole Student Approach	
Intervention	**Description**
Data Chats	Data chats focus on reviewing i-Ready Math diagnostic results and setting goals for student growth. Students record their most recent test date and score, emphasizing that the purpose of the assessment is to measure progress over time. Students then consider how their score may impact their academic path and are encouraged to set a personal goal for improvement.
Incentives to Support Academics	An incentives-based structure is used to motivate students to meet school expectations, achieve standards mastery, and consistently demonstrate our Valor Commitments. Through this system, students are recognized and rewarded for positive academic performance, effort, growth, and responsible behavior. Incentives may be earned by completing assignments, showing improvement on assessments, actively participating in learning, and meeting behavioral expectations. This approach helps reinforce strong study habits and accountability while encouraging students to take ownership of their learning.
Counseling to Meet Students Academic Needs	When Tier 1 and Tier 2 interventions are not enough to support a student's academic progress, a counselor organizes an SSPT meeting with the student, their guardians, and teachers. The team reviews academic and behavioral data to identify the causes of performance and determine what barriers are interfering with learning. Our counselor develops a success plan that includes targeted interventions, accommodations, and strategies to support student learning. The team implements the plan, monitors progress, and meets again to review new data and make adjustments as needed to improve student outcomes.

Area of Challenge #2: English Language Arts Performance

While VAMS students consistently demonstrate growth in Reading verified data, and often outperform alternate neighborhood school students, another challenge remains with ELA Performance on the Dashboard. The charts below present a multi-year overview of student achievement in English Language Arts at Valor Academy Middle School, using California School Dashboard data to show the Distance from Standard (DFS). The first table compares overall performance at VAMS with both the state and neighborhood schools. The second table disaggregates the data by grade level, providing a more detailed view of student performance changes within each cohort over time. Together, these tables help establish both the scale of need in ELA and the context for examining targeted, data-driven strategies aimed at improving student outcomes.

California School Dashboard **English Language Arts Overall Performance**
The tables below represent the distance from standard for VAMS students when compared to the State in English Language Arts.

Historical Overall Student Population's Distance from Standard ***English Language Arts***			
School	**2022-2023**	**2023-2024**	**2024-2025**
Valor Academy Middle School	-29.6	-35.8	-36.9
State	-13.6	-13.2	-8.1

Source: California Department of Education. (2021–2024). CAASPP research files: Smarter Balanced (ELA and mathematics) [Data sets]. California Assessment of Student Performance and Progress (CAASPP).

VAMS Distance from Standard By Grade Level ***English Language Arts***			
Grade	**22-23**	**23-24**	**24-25**
5th Grade	-57.32	-53.17	-45.77
6th Grade	-43.18	-47.66	-62.32
7th Grade	-27.13	-34.01	-23.91
8th Grade	-29.34	-13.28	-16.39

Source: California Department of Education. (2021–2024). CAASPP research files: Smarter Balanced (ELA and mathematics) [Data sets]. California Assessment of Student Performance and Progress (CAASPP).

Over the three-year period, the data shows that VAMS students remain below grade-level expectations in English Language Arts, with the average distance from standard moving from -29.6 in 2022–2023 to -36.9 in 2024–2025. When compared to other groups, VAMS consistently performs below the state average, which improves from -13.6 to -8.1; however, still above most neighborhood schools. The grade-level ELA data for VAMS shows a mixed pattern of performance across cohorts over the three-year period. Fifth grade shows steady improvement, moving from -57.32 in 2022–2023 to -45.77 in 2024–2025, indicating gradual progress toward grade-level standards. It is significant to note that Eighth grade also shows overall improvement, particularly in 2023–2024, and remains stronger in 2024–2025 at -16.39 compared to earlier years.

In contrast, sixth grade shows a decline over time, dropping from -43.18 to -62.32, suggesting a growing distance from grade-level expectations. Seventh grade fluctuates across the years but ends with some improvement in 2024–2025 at -23.91 compared to earlier performance. VAMS leans into its key features to create interventions within each area as described below.

Rigorous, Standards-Based Learning

Data-Informed Interventions: Rigorous, Standards-Based Learning	
Intervention	**Description**
Rigorous curriculum-Organization Wide ELA Adoption	The adoption process prioritized high-quality instructional materials that support close reading and listening, academic discourse, meaning-making, evidence-based reasoning, and writing. An ELA Audit and Curriculum Adoption process was completed through a review of student achievement data, analysis of student literacy needs, and teacher evaluation of piloted curriculum materials across the organization. Based on the data reviewed, students demonstrated a need for increased support in reading comprehension, vocabulary development, and the ability to cite and explain textual evidence in both discussion and writing. The selected instructional materials were chosen to address these needs by providing structured opportunities for deeper engagement with complex texts, intentional vocabulary instruction, and consistent practice in analytical writing and academic discourse.

Coaching	All ELA teachers receive 1:1 coaching and regular observations. Coaching provides targeted support to help ELA teachers refine their performance and improve student outcomes. As part of the regular feedback cycle, progress is monitored through pulse checks and mini observations and then reflected upon and adjusted during coaching meetings and feedback communications.
Use of Formative Assessments	VAMS commits to the continued and expanded use of standardized formative assessments such as Focused Interim Assessment Blocks (FIABs), Interim Assessment Blocks (IABs) from CAASPP resources, and i-Ready adaptive assessments, which are currently in use within the ELA program. The ELA department uses this data to monitor student progress toward grade-level standards, identify specific areas of need in reading comprehension, vocabulary development, analysis of complex texts, and evidence-based writing.
Data Protocol Analysis	VAMS utilizes established Data Analysis Protocols during ELA department meetings to review formative assessment results, identify key instructional trends, and determine vertical alignment needs across grade levels. Teachers collaboratively identify priority literacy standards and develop coordinated instructional responses to address learning gaps.
Gradebook Analysis	English Language Arts teachers engage in a gradebook analysis protocol to identify grading trends, monitor student progress toward mastery of literacy standards, and address potential learning gaps. Analysis includes examining grade distributions, common performance patterns, and trends across reading assignments, writing tasks, formative assessments, summative assessments, and standards-based data. English Language arts teachers identify specific literacy skills and standards that present challenges for students, such as reading comprehension, textual analysis, vocabulary development, and writing proficiency, and develop action plans for targeted reteaching, skill reinforcement, and enrichment.

Differentiated Learning

Data-Informed Interventions: Differentiated Learning

Intervention	Description
ELA Tutoring	English Language Arts tutoring provides targeted, data-driven intervention designed to address individual student learning needs and accelerate literacy growth. Tutoring uses i-Ready Reading Diagnostic data, interim assessment results, and gradebook analysis to identify students who would benefit most from additional support. English Language Arts tutoring is provided during the Advisory period on a weekly basis and focuses on strengthening foundational reading and writing skills, addressing unfinished learning, and reinforcing grade-level standards in comprehension, vocabulary, fluency, and written expression. Students participate in entry and exit assessments to measure growth and monitor the effectiveness of interventions.
Co-Teaching	Our co-teaching program pairs each ELA teacher with a teacher or paraprofessional from the IE team for a full instructional day each week. The co-teachers plan, deliver, and assess instruction to ensure all students have equitable access to grade-level literacy standards and meaningful learning experiences. Teachers are provided weekly planning time with their co-teachers to review student data and prepare instruction for the upcoming week. This co-teaching support allows for targeted small-group intervention, re-teaching for students who need additional help, and provide feedback on student work.
Phonics Support	Instructional Assistants provide weekly phonics support during Advisory by working with small groups of students identified through diagnostic assessment data. Students are selected based on specific literacy needs, and instruction is targeted to address foundational phonics skills in order to strengthen reading development and support overall literacy growth.
Office Hours	Office Hours provide students with individualized support in English Language Arts. These sessions provide opportunities to reinforce key ELA skills such as reading comprehension, textual analysis, vocabulary development, and written expression, ensuring students receive timely support to address learning gaps and improve overall achievement in English Language Arts. Teachers are also able to provide specific, actionable feedback on student writing and reading responses to help

	students revise their work, strengthen their skills, and better meet grade-level expectations.
IE Department	Teachers within the Inclusive Education department continue and expand their collaboration with the English Language Arts department. Inclusive Education Teachers focus on ensuring that the unique needs of students with disabilities are addressed within the ELA instructional planning process and that all IEP accommodations are consistently implemented, while monitoring student progress toward IEP literacy goals. They also maintain awareness of the reading and writing standards being taught in each ELA class in order to provide aligned support through frontloading, review, and targeted skill reinforcement during push-in and pull-out class services. This collaboration ensures students receive access to grade-level literacy instruction while also receiving the specialized support needed to close skill gaps and improve achievement in English Language Arts.

Whole Student Approach

Data-Informed Interventions: Whole Student Approach	
Intervention	**Description**
Data Chats	Data chats focus on reviewing i-Ready Reading Diagnostic results and setting goals for student growth. Students record their most recent test date and score, emphasizing that the purpose of the assessment is to measure progress over time. Students then reflect on how their score may impact their reading development and academic path and are encouraged to set a personal goal for improvement in English Language Arts.
Incentives to Support Academics	An incentives-based structure is used to motivate students to meet school expectations, achieve standards mastery, and consistently demonstrate our Valor Commitments. Through this system, students are recognized and rewarded for positive academic performance, effort, growth, and responsible behavior. Incentives may be earned by completing assignments, showing improvement on assessments, actively participating in learning, and meeting behavioral

	expectations. This approach helps reinforce strong study habits and accountability while encouraging students to take ownership of their learning.
Counseling to Meet Students Academic Needs	When Tier 1 and Tier 2 interventions are not sufficient to support a student's progress in English Language Arts, a counselor organizes an SSPT meeting with the student, their guardians, and teachers. The team reviews reading and writing data, including assessments, classroom performance, and work samples, to identify the causes of difficulty and determine barriers impacting literacy development. The counselor and team develop a success plan that includes targeted reading and writing interventions, accommodations, and instructional strategies to support growth in English Language Arts. The team implements the plan, monitors the student's progress over time, and reconvenes to review updated data and adjust supports as needed to improve student outcomes in literacy.

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 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, also 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 ("CASEL"). (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 helps 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 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 VAMS 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.

Joe Feldman's Grading for Equity: What it is, Why it Matters, and How it Can Transform Schools and Classrooms emphasizes the importance of creating expectations in which students' knowledge is valued in accordance with the standards, rather than their learning environment or their behavior. Philosophically, as a standards-based school, grading equitably means student performance is scored according to rubrics, transparency with criteria for success, and proficiency scales. Flygare, et al. support standards-based learning so that standards-based instruction is possible through instructional cycles, allowing for students to gain feedback on standards-based assessments.

In addition, Zaretta Hammond's Culturally Responsive Teaching and the Brain as well as Rebuilding Students' Learning Power: Teaching for Instructional Equity and Cognitive Justice informs our commitment to anti-racism and culturally relevant pedagogy. By acknowledging, valuing, and leveraging the diverse backgrounds and experiences of our students, we create a supportive learning environment that fosters academic success and personal growth. This vision is further reinforced by Safir and Dugan's (2021) Street Data, where they argue that authentic student voice is not merely about collecting feedback but about shifting power and engaging students as co-creators of their learning experience. Centering student voice in this way deepens engagement and aligns with culturally responsive practices that position students as active agents in their education.

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 our community school model. Through ongoing communication and engagement, we strive to build strong school to home partnerships that enhance educational outcomes and student well-being, according to Henderson & Mapp's Beyond the Bake Sale: The Essential Guide to Family/school Partnerships.

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.

In addition, at VAMS, our small Charter School and inclusive environment ensure every student is known, supported, and valued as an individual. VAMS's small setting fosters strong relationships among students, staff, and families. By living out the four pillars of being a community school, which include integrated student supports, family & community engagement, collaborative leadership & practices, as well as extended learning time & opportunities, we involve families in order to honor 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 VAMS, 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, & Growth, guiding students to develop into ethical leaders who contribute meaningfully to their communities. In alignment with our vision, Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

At Bright Star Schools, our 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.

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 VAMS's 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.

In addition, we connect our core values to our Stella Commitments so that students and staff can clearly understand what it looks like to live those values in action each day. These commitments include: Be Safe (I commit to keeping myself and others safe), Be Inclusive (I commit to leaving no community member behind), Seek Diversity (I commit to seeking diversity of perspective), Be Kind (I commit to speaking to the person, not about the person), Be Thoughtful (I commit to speaking from my heart but using my head), Work Hard (I commit to working the Compass), Be Accountable (I commit to walking my talk), and Be Brave (I commit to showing up with valor). These commitments help set clear, shared expectations for how we treat one another and what it means to be part of a respectful, inclusive school community.

Our curriculum, grounded in the State Standards, emphasizes collaboration and prepares students to engage constructively in discussions about rigorous, relevant, and meaningful tasks. Real-world experiences through Life Experience Lessons (overnight trips and field trips) 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 VAMS, we are committed to fostering a culture of respect, empathy, and inclusion. Through restorative practices, anti-bias lessons, community service, cultural events, and social emotional learning with Valor Collegiate's Powered by Compass, students develop a strong sense of self-worth, emotional intelligence, mindfulness, 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, VAMS ensures that every graduate is prepared to succeed in college, careers, and life.

Below are a few programmatic features that support students:

- Rigorous schedule ensures ample time for teaching the full scope of State Standards.
- Departmentalization for 6th - 8th grade in which students have single subject credentialed teachers by content area and semi-departmentalization for 5th grade in which their teachers teach 1-2 subjects.
- A scaffolded program for integrated and designated ELD to support English language proficiency, while also honoring their home language as outlined in our EL Master Plan.
- Community schools model to provide students and families with local resources and partnerships that meet academic and non-academic needs.
- Life Experience Lessons to broaden students' horizons outside of the perimeters of the community.
- Targeted academic interventions provided by all teachers before and after school
- Integrated social emotional learning embedded into daily lessons and advisory periods
- Restorative practices that support positive school culture, conflict resolution, and community building.

- 8th grade Where Everybody Belongs (WEB) Crew leaders are trained to support new students with integration into school culture and provide mentorship for acculturation into middle school.
- Career events in which students are exposed to career/post-secondary opportunities with local leaders, partners, and community organizations so that students develop personal and professional life goals.

VAMS leverages the expertise of school counselors, grade-level leads, and assistant principals to ensure strong implementation of a Multi-Tiered System of Supports ("MTSS"). As part of this tiered intervention model, teachers and administrators engage in regular data analysis within grade-level teams to monitor student progress and identify those in need of additional academic or social-emotional support.

Students are identified through multiple data points and in collaboration with key educational partners, including parents/guardians and the Charter School site team. Targeted support is then provided through a combination of differentiated instruction, small group interventions, counseling services, individualized behavior plans, and check-in/check-out ("CICO") systems.

This process is formalized through our Student Support and Progress Team, which meets in six-week cycles to review student data and coordinate interventions. Whenever possible, families are active partners in this process to ensure holistic and sustained support for each student's success.

All teachers are assigned an instructional coach and engage in regular meetings focused on improving instruction and student outcomes. Coaching sessions include classroom observations and debriefs, analysis of student progress and/or achievement data, and identifying students who may need additional support. In addition, strategically integrated quarterly meetings with coaches are held with teachers to review overall growth and intervention support for students in need, based on recent assessment data. The purpose of implementing this early warning system is to ensure that VAMS supports students' academic and social emotional development through restorative practices and effective instructional strategies.

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-income students, and English learners.

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)	17%	20%	23%	23%	29%	32%
English Learner Students	12%	15%	18%	21%	24%	27%
Long-Term English Learner Students	*[5]	*	*	*	*	*
Socioeconomically Disadvantaged Students	15%	18%	21%	24%	27%	30%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	16%	19%	22%	25%	28%	31%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17%	20%	23%	26%	29%	32%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

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

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

[5] Asterisk (*) denotes a student group is not numerically significant at this time.

All Students (Schoolwide)	26%	28%	30%	32%	34%	36%
English Learner Students	25%	27%	29%	31%	33%	35%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	26%	28%	30%	32%	34%	36%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	34%	36%	38%	40%	42%	44%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	26%	28%	30%	32%	34%	36%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[6]	*	*	*	*	*

Outcome #3: Students will shift 5 DFS points on CAASPP ELA every year
Metric/Method for Measuring: ELA CAASPP / DFS of students on CAASPP ELA

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-36.9	-31.9	-26.9	-21.9	-16.9	-11.9
English Learner Students	-72.8	-67.8	-62.8	-57.8	-52.8	-47.8
Long-Term English Learner Students	-90.8	-85.8	-80.8	-75.8	-70.8	-65.8
Socioeconomically Disadvantaged Students	-40.1	-35.1	-30.1	-25.1	-20.1	-15.1
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-105.4	-100.4	-95.4	-90.4	-85.4	-80.4
African American Students	*	*	*	*	*	*

[6] Asterisk (*) denotes a student group is not numerically significant at this time.

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-39.8	-34.8	-29.8	-24.8	-19.8	-14.8
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[7]	*	*	*	*	*

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)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-93.5	-88.5	-83.5	-78.5	-73.5	-68.5
English Learner Students	-128.5	-123.5	-118.5	-113.5	-108.5	-103.5
Long-Term English Learner Students	-179.1	-174.1	-169.1	-164.1	-159.1	-154.1
Socioeconomically Disadvantaged Students	-92.5	-87.5	-82.5	-77.5	-72.5	-67.5
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-148.7	-143.7	-138.7	-133.7	-128.7	-123.7
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-96.6	-91.6	-86.6	-81.6	-76.6	-71.6
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

[7] Asterisk (*) denotes a student group is not numerically significant at this time.

White Students	*[8]	*	*	*	*	*

Outcome #5: Students will increase progress towards EL proficiency every year by 2 % or maintain above 65%
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	61.1%	63.1%	>65%	>65%	>65%	>65%
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #6: 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

[8] Asterisk (*) denotes a student group is not numerically significant at this time.

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	14.49%	16.49%	18.49%	20.49%	22.49%	24.49%
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 - 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
8. Athletics - Expenses related to athletic programming including but not limited to student transportation, supplies, CIF fees (if applicable), and physical education.

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%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	0%	0%	0%	0%	0%	0%

Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
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	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[9]	*	*	*	*	*

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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	1.7%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%
English Learner Students	1.4%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%
Long-Term English Learner Students	2.9%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%
Socioeconomically Disadvantaged Students	1.9%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	2.2%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

[9] Asterisk (*) denotes a student group is not numerically significant at this time.

Latino Students	1.7%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[10]	*	*	*	*	*

Outcome #3: The percentage of students who are chronically absent will decrease from the previous year by 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)	13.7%	11.7%	9.7%	7.7%	5.7%	3.7%
English Learner Students	11.7%	9.7%	7.7%	5.7%	3.7%	1.7%
Long-Term English Learner Students	7.4%	5.4%	3.4%	1.4%	1.4%	1.4%
Socioeconomically Disadvantaged Students	14%	12%	10%	8%	6%	4%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	22%	20%	18%	16%	14%	12%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	6.3%	4.3%	2.3%	0.3%	0.3%	0.3%
Latino Students	13.6%	16%	14%	12%	10%	8%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[11]	*	*	*	*	*

[10] Asterisk (*) denotes a student group is not numerically significant at this time.
[11] Asterisk (*) denotes a student group is not numerically significant at this time.

Outcome #4: The percentage of students who drop out will decrease from the previous year by/remain under 1% every year

Metric/Method for Measuring: Student Rating: % of students who drop out. Source: California Longitudinal Pupil Achievement Data System (CALPADS)

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% school wide and for all numerically significant 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	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[12]	*	*	*	*	*

Outcome #5: The percentage of students who feel safe at the Charter School will increase from the previous year by at least 2%

[12] Asterisk (*) denotes a student group is not numerically significant at this time.

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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	57%	59%	61%	63%	65%	67%
English Learner Students	50%	52%	54%	56%	58%	60%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	58%	60%	62%	64%	66%	68%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	54%	56%	58%	60%	62%	64%
African American Students	46%	48%	50%	52%	54%	56%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	57%	59%	61%	63%	65%	67%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[13]	*	*	*	*	*

Outcome #6: The percentage of students who feel like they belong at the Charter School will increase from the previous year by 2%

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

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

[13] Asterisk (*) denotes a student group is not numerically significant at this time.

	recent data available)					
All Students (Schoolwide)	42%	44%	46%	48%	50%	52%
English Learner Students	29%	31%	33%	35%	37%	39%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	42%	44%	46%	48%	50%	52%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	33%	35%	37%	39%	41%	43%
African American Students	29%	31%	33%	35%	37%	39%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	42%	44%	46%	48%	50%	52%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[14]	*	*	*	*	*

Outcome #7: 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 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)	95.03%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
English Learner Students						
Long-Term English Learner Students						

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

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 positively rate the Charter School will maintain a % higher than 9**5**%

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%	≥ 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 #9: The percentage of parents who return surveys will increase from the previous year by 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)	91%	92%	93%	94%	95%	96%
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 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 Sight: % 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)	55%	60%	65%	70%	75%	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 #11: The attendance participation of parents at one parent education seminar will increase from the previous year by 2%
Metric/Method for Measuring: One Parent Education: % of parent attendance at one Parent Education Seminar as measured by internal attendance tracking

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	10%	12%	14%	16%	18%	20%
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 parent teacher conferences will increase each year or be maintained above 90%

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)	86%	87%	88%	89%	>90%	>90%
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 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)	79.40%	>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 #14: The percentage of families who have one yearly counselor meeting will be maintained 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)	100%	>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						

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, Charter 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	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*			
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[15]	*	*	*	*	*

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	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

15 Asterisk (*) denotes a student group is not numerically significant at this time.

	data available)					
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[16]	*	*	*	*	*

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

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

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	0	0	0	0	0	0
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	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*[17]	*	*	*	*	*

Outcome #4: 100% of all areas will rate as "good" or "excellent" on the SARC
Metric/Method for Measuring: SARC Rating: % of Charter School facility in 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						

[17] Asterisk (*) denotes a student group is not numerically significant at this time.

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.

1. **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.

2. **Teacher Development:**
    - Danielson Framework-Aligned Coaching: Our coaching initiative is aligned with the Charlotte Danielson: The Framework for Teaching (2022), focusing on enhancing instructional practices and empowering teachers as leaders. Coaches work collaboratively with educators to set goals, provide targeted support, and facilitate reflective practices that improve teaching effectiveness.
    - Professional Learning Communities: Teachers participate in ongoing professional development through PLCs, where they engage in collaborative planning, share best practices, and analyze student data to inform instructional decisions. This collective approach fosters a culture of continuous improvement and innovation in teaching.
    - Educational Conferences: When opportunities align, teachers also participate in conferences where they learn from experts in the field, share best practices, and network with other content-like professionals. A few examples of conferences that our teachers have attended are the California Math Conference - South, the California Association of Teachers of English ("CATE"), and UCLAs With Different Eyes Conference, a conference for teachers of multilingual, multicultural, students across disciplines.

3. **Social-Emotional Learning 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. A strong example of the program used is Powered by Compass from Valor Collegiate.
    - SEL Supports and Interventions: We provide targeted SEL supports and interventions to meet the social and emotional needs of all students. This includes counseling services, peer mediation programs, and proactive strategies to create a positive school climate where every student feels safe, valued, and supported.

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

4. **Culturally Relevant Pedagogy:**
    - Inclusive Curriculum: Our curriculum reflects and honors the cultural backgrounds, experiences, and identities of our diverse student population. Teachers incorporate culturally relevant content, literature, and perspectives into lessons to enhance student engagement, relevance, and academic achievement.
    - Equity and Diversity Initiatives: We actively promote equity and diversity through professional development, community partnerships, and inclusive practices that empower students to see themselves reflected positively in their educational experiences.

5. **College Success Preparation**
    - Early College Readiness: At VAMS, 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.

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 VAMS, our educational program is grounded in extensive research and aligned with Richard DuFour's school mindset, which emphasizes high expectations and continuous support for student achievement. According to DuFour, this mindset asserts that all students can achieve at high levels when provided with appropriate time and resources. We firmly believe in establishing clear standards that every student is expected to meet, supported by diagnostic assessments aligned with State Standards. Our approach is informed by successful practices observed across various institutions. To ensure equity and maintain high expectations for all students, VAMS 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 an understanding of how to be culturally responsive in order to achieve equitable opportunities for every student.

Achieving high academic standards at VAMS involves a multifaceted approach that integrates rigorous curriculum, differentiated instruction, enrichment activities, community involvement, and parental partnership, all guided by our commitment to setting the P.A.C.E.—Planning, Access, Culture, and Engagement for high-quality learning. 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.

Rigorous, standards-based learning is crucial in fulfilling our mission of academic excellence by setting the bar for tier 1 instruction and expectations for students. Ensuring our baseline starts with a rigorous curriculum is an intentional way for VAMS to keep students on the path towards

college readiness with the critical skills for what that demands. In order to give accurate feedback to our students on their progress towards academic excellence, utilizing standards-based grading gives transparency, based upon frequent, quality, standards-aligned assessments. Differentiated learning caters to a broad spectrum of diverse learning needs our population of students requires in order to meet this level of expectation and requires using varied strategies to ensure engagement and assessments to maximize academic growth. Doing so activates our call to provide holistic, inclusive support for all students. Ongoing staff development for our educators ensures they are equipped with best practices and innovative strategies to meet diverse student needs. Data-driven decision-making guides our instructional practices, providing insights into student progress and informing targeted interventions for continuous improvement.

Our whole-student approach enacts our mission of growing their unique talents so that they find joy in their everyday lives and eventually in higher education, career and life. Through the use of our social-emotional program, Compass, students are safe and known through building an understanding of themselves and empathy for others. This emphasis on SEL promotes emotional well-being and interpersonal skills essential for academic and personal growth. By relying on restorative practices, students learn to repair harm and learn a lesson from the challenges they experience at school. Supported through VAMS's quality counseling program students and their families are supported in a community of care. By taking students beyond VAMS's walls, Life Experience Lessons give students the needed adventures that push them to be bold enough to take risks when opportunities present themselves in order to find fulfillment in life. To cater to students' interests, clubs give students an exciting way to engage at Charter School in a choice activity with like-minded peers.

A VAMS Lion is an Equity Champion. To live out our vision, our students become leaders who champion equity and that starts with us modeling that and creating the pathway towards them enriching our community. In order to do so, they must know to act, which means building their student advocacy. Through an environment that lives out equitable practices, students will know what it means to champion equity. Surrounded by the community school model, responsive programming through community partnerships creates access for all students to have opportunities for success. 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 Charter School. To act with integrity, students enact their convictions for a better world through service-learning experiences. In conclusion, VAMS is committed to preparing students for lifelong success by providing a rigorous educational experience that fosters academic excellence, critical skills development, and personal fulfillment. Through our comprehensive approach and strong partnerships, we empower students to excel academically, contribute positively to society, and thrive in an ever-changing world.

1.8: Curriculum and Instruction

Instructional Methods and Strategies Used to Deliver the Curriculum

VAMS is dedicated to a comprehensive approach in addressing every child's needs, emphasizing a small school environment, culturally responsive curriculum selection, and a multifaceted instructional experience. Our charter prioritizes supporting all students to achieve mastery of State Standards. We aim to equip our teachers with the skills to analyze data, identify key standards, and develop strategic scope and sequence plans, as well as employ differentiated methods to meet diverse student needs, thereby accelerating growth and closing the achievement gap effectively. Consistency in instructional practices across classrooms ensures a structured, safe, and high-performing environment, reflecting proven strategies that enhance student academic success. John Hattie's research on Visible Learning affirms that collective efficacy—the firm belief that all students can learn and that teachers can have a significant impact on their learning—is one of the most powerful influences on student achievement, which VAMS fully embraces across our instructional teams. For that reason, we have created an Essentials of Instruction Walkthrough Tool that we use when observing teachers and then loop feedback and support into coaching meetings. In collaboration with the network, this tool is adjusted annually to amplify high leverage focus areas around instruction and enhance the components of our professional development around this tool and best practices. This tool's components provide descriptors for teachers regarding feedback on the learning objective, a "Do Now", student-facing materials, what it is to be a warm demander, strong voice, positive narration, precise directions, and, lastly in alignment with Zaretta Hammond's work referenced, cognitive justice. This tool gives educators clear expectations on the "look-fors" for the essentials of the learning environment. Each component is aligned with the Charlotte Danielson: The Framework for Teaching (2022).

Characteristics of a High Performing 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, Leithwood & Jantzi (2005)
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

Standards-Based Curriculum and Instruction: VAMS's curriculum is firmly rooted in the State Standards. Teachers engage in thorough analysis of standards—including grade-level reading and writing benchmarks. Lessons are designed to align with a clearly defined standards map, allowing for focused instruction on priority standards and fostering accelerated learning. Our commitment to selecting culturally relevant curriculum ensures that all students see themselves reflected in the material, promoting engagement and deeper connections to learning. Ongoing, standards-aligned assessments provide valuable data to guide instruction and ensure students are competent in content at a pace aligned with state expectations. 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.

Teacher Development and Instructional Planning at VAMS: At VAMS, teacher development is central to our execution of delivering high-quality instruction. We hold all educators to high standards in lesson planning, grade-level collaboration, and participation in structured feedback cycles. These practices are rooted in the belief in collective efficacy—the idea that teacher collaboration and shared commitment significantly influence student achievement. As emphasized by Hattie, VAMS integrates collective efficacy at the core of its culture, where teachers believe in their collective power to impact all students' success. Intentional spaces for collective efficacy are detailed next.

Collaborative Planning & Lesson Design:

- Grade-Level Collaboration: Grade-level teams meet a minimum of once weekly to collaboratively plan on various topics, including strategizing around student supports, planning community-building initiatives, looking at grade level data and discussing school-wide initiatives and the team's feedback on implementation glows and grows. In

this space, grade level teams also meet to prepare for, align on, and monitor progress of the Student Success and Progress Team. Educators ranging in various roles from instructional assistants to counselors to teachers collaborate to align on school-wide academic initiatives, share grade level best practices, and connect content across disciplines in order to collectively improve academic outcomes for students. With guidance from Charter School site administrators, grade level teams engage in conversations, reflection, and planning based on student achievement data. All grades level teams prepare a synthesized grade level-specific, detailed syllabus outlining the course overview, learning outcomes, unit themes, assignments, grading breakdowns, expectations, and contact information in alignment with grade level expectations. Creating time for grade level collaboration on a regular basis, what may look like weekly meetings allows teacher efficacy, a key component to driving success for students.

- Department-Level Collaboration: Department teams meet regularly with the same intention of creating collective efficacy to drive outcomes for students. This may look like monthly meetings to design rigorous, vertically and standards-aligned lessons across their content areas. They also use this time to analyze CAASPP IABs or other vertically aligned assessments, strategize around learning gaps, and provide feedback to one another through instructional walkthroughs.

Lesson Planning Expectations:

- Standards Mapping: Teachers clearly and sequentially map out academic standards to ensure cohesive unit planning and alignment across grade levels. This includes reinforcement and more time given to "power standards," or standards with the greatest importance, impact for learning, and value on state assessments.
- Lesson Planning Submissions and Template: All teachers are expected to turn in weekly lesson plan overviews aligned to their curriculum and standards with intentional differentiation for MLLs and students with IEPs. We use a unified template that encompasses these important ingredients so that multiple educators have the ability to collaborate. Feedback is provided regularly to refine instructional delivery.
- Lesson Planning Protocols: Customized by department, there is a lesson planning protocol that enables teachers to have a step-by-step process to ensure a quality lesson which typically includes the following steps:
    - Step 1 - Understand the Lesson: This entails doing the lesson, including the exit ticket/assessment, identifying its goals, creating exemplars, and if needed, developing a rubric. They identify what students need to know by connecting the lesson to the standard, the aspect of rigor emphasized, and prerequisite skills needed for the lesson.

    - Steps 2 and 3 are dependent upon content area requirements that best provide core instructional strategies that may include unpacking the text and considering its complexity, anticipating student thinking, considering multiple entry points, tools and scaffolds, engaging all learners through planned questions, providing support for differentiation, increasing cognitive lift and student-led engagement, and structures for discourse.
    - Step 4 - Plan to Synthesize and Assess Learning: Teachers plan for reinforcing the learning by extrapolating the essential concept from the lesson, then assessing independent mastery by articulating criteria for success and its links to rubrics or proficiency scales and utilizing an exit ticket for standards aligned evidence of competency.
- Instructional Coaching and Feedback: Each teacher is paired with a coach who supports goal-setting, conducts classroom observations, provides actionable feedback, and leads scheduled coaching sessions. These coaching cycles culminate in a comprehensive evaluation of teacher progress and professional growth. Additionally, teachers going through induction have a mentor as support in their experience. The administrative team leads data-driven discussions using intentional, research based, and/or Bright Star Schools-aligned protocols that may include the See-it, Name-it, Do-it protocol by Paul Bambrick-Santoyo (introduced in Leverage Leadership).

Professional Development and Instructional Alignment

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. They give the baseline pacing guide and scope & sequence for the curriculum that aligns to their discipline, as applicable. Additionally, these specialists work with Charter 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 across Bright Star Schools.

Structured and Systematic Instructional Delivery: At VAMS, we prioritize structured and systematic instructional delivery, viewing consistent approaches and strategies as fundamental to our educational philosophy. Effective classroom organization, management, and strategic instructional planning are pivotal, supported by clear daily teaching expectations that ensure all students receive quality instruction aligned with grade-level standards. Additionally, we believe in implementing school-wide systems and structures to maximize student engagement in learning while minimizing non-instructional activities such as handing in work, 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. Teacher coaches and the Restorative Practices team also support educators with classroom management strategies and implementation.

1. **Instructional Routines and Systems based on the VAMS Walkthrough Tool**
    - Learning Objectives: All classrooms must have a learning objective posted on their boards, and in their lesson plans, that are grade-level appropriate, state the new knowledge or skill, the conditions under which the student will be learning the new skill, and how proficiency of the new skill will be measured.
    - Do Now (Warm-up) Activities: Every lesson begins with a "Do Now" to engage students immediately. These activities activate prior knowledge, introduce new concepts, or review key material, setting the tone for productive, bell-to-bell instruction. 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.
    - Student-Facing Materials: Whenever possible, students should have materials in front of them that are structured in a way that encourages rigorous engagement and scaffolding as appropriate. This includes graphic organizers, sentence frames, text-dependent questions, etc. both online and on paper. Teachers should use student progress on these materials as a means for strategically monitoring student learning. An exit ticket or assessment to demonstrate student understanding of the learning objective is also an expectation.
    - Warm-Demander: The goal is that teachers exhibit personal warmth and high expectations consistently, and for all students. They should hold all students accountable every time by providing feedback, intervention, support, and/or logical consequences.
    - Strong Voice: When giving directions, teachers should stop moving, square up, and speak to students in a formal register with purpose, volume, clarity, and economy of language. They should use eye contact and be seen looking at students to detect misbehavior.
    - Precise Directions: When giving directions, teachers should have instructions verbally and visually with clear indicators of successfully following directions.
    - Narrating the Positive: When students are following directions, the teacher should immediately narrate this positively, stating how the behaviors observed align to the given directions and expectations.
    - Cognitive Justice: Students are observed taking risks as independent learners in an inquiry-based constructivist classroom. Productive struggle should be evident, and

students are seen participating in engaged talk through turn and talks and discourse. Teachers are facilitators, and as a byproduct of rigorous engagement, the majority of students are able to complete the given work.

Common Whiteboard Configuration—Teachers use a common whiteboard configuration "WBC," an instructional accountability system configuration that streamlines the content of each day's lesson and generally includes the standard, learning objective(s), homework (if applicable), Day's Agenda and/or tasks, Do Now, 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 look for a student help desk/area. As VAMS believes in allowing students multiple chances to improve their grade, teachers allow for missing assignments. Each classroom teacher has 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 missed work and having their assignment grade updated for viewing.

As part of VAMS'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 MLLs 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.

2. Instructional Models and Student Engagement

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.

- Engagement Intensive Student-Teacher Interaction Techniques: VAMS provides 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 implement the following components to ensure that teacher and student interaction is high:

- Experiential and Kinesthetic Learning: At VAMS, 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.
- Proven Instructional Techniques and Bright Star Signature Practices: At VAMS, 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 techniques 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.
- 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.
- Explicit Skill Instruction, particularly in reading, writing, and mathematics – plays 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 are introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class. Foundational skills in literacy and mathematics are explicitly taught based on student needs identified through data. Instruction in phonics, fluency, grammar, sentence

structure, reading comprehension, and arithmetic occurs in whole-group, small-group, and individual settings to ensure all students master essential academic skills.

Small Group Instruction: At VAMS, small group instruction plays a pivotal role in our educational strategy. We believe in the power of targeted support and individualized attention to meet the diverse learning needs of our students effectively. Small group instruction allows our teachers to tailor their approach, offering personalized feedback and fostering peer collaboration among students. By breaking down larger classes into smaller groups, we create opportunities for deeper engagement with academic content, ensuring that each student receives the necessary guidance to achieve mastery. This approach aligns with TNTP's The Opportunity Myth, which highlights the importance of providing accelerated, grade-level content rather than relying on remediation, ensuring students engage with rigorous material and receive just-in-time support. This method not only enhances learning outcomes but also nurtures a supportive classroom environment where students feel valued and empowered in their academic journey.

Teachers use small groups to provide differentiated, personalized instruction, fostering academic growth, and deeper engagement through peer collaboration and tailored feedback. After school, teachers, instructional assistants, and paraprofessionals also provide SGI for groups of students who are one or more grade levels below in math or reading. VAMS also leverages relationships with community partners such as local tutoring organization, Dynasty United Youth Association, to provide high dosage SGI to cohorts of students. In some instances, students may also be selected to participate in Saturday SGI to create additional instructional impact.

Collaborative Group Structures: Collaborative group structures are another cornerstone of VAMS'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 VAMS, 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.

Intentional group activities build both academic understanding and interpersonal skills. These structures prepare students for success in future educational and professional settings by emphasizing communication, cooperation, and shared learning. This may look like project-based learning with students working in groups, or Kagan strategies where students each have a specific role within their group, for example.

3. Inclusive Practices and Technology Integration

Predictable Learning Environments: At VAMS, 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, VAMS 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 support, we ensure that all students—especially those who benefit from additional scaffolds—can engage confidently and effectively in their learning.

Universal Design for Learning: At VAMS, we are in the initial phases of implementing UDL to enrich 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 improve 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.

Technology Integration: VAMS embraces technology as a catalyst for enriched learning experiences. We integrate educational software, multimedia resources, differentiated digital libraries, and interactive platforms, such as i-Ready, into our curriculum. These tools complement classroom instruction, providing personalized learning opportunities tailored to individual student needs and learning styles. Technology integration at VAMS 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 by Tucker, C. R., & Novak, K. (2022). This model empowers students to take the lead in their learning by using technology to drive engagement and collaboration while supporting differentiated access. Tools like i-Ready, multimedia content, and differentiated digital libraries are embedded into instruction. Technology supports personalized learning and builds students' critical thinking and digital literacy skills. Additionally, all students have one-to-one technology support.

Assessment Purpose & Uses: VAMS maintains clear expectations around the use of assessments to drive instructional decisions and support every student's path to academic success and college

readiness. We use a variety of formative and summative assessments—including curriculum-based tests, CAASPP IABs and FIABs, standards-mastery assessments from i-Ready, performance tasks, and open-ended prompts—to evaluate and refine teaching strategies. Diagnostic assessments are conducted at least three times annually. Diagnostic assessments inform groupings, intervention strategies, and plans for reteaching. Formative diagnostics are embedded into daily instruction, and grading policies are regularly reviewed to ensure alignment with student proficiency rather than compliance.

Data Driven Instruction: At VAMS, data-driven instruction is an essential component to student success. VAMS has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) play an enormous role in designing curriculum and ensuring that VAMS 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) enables 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 Charter School site administration meets with all staff to facilitate and engage teachers in conversations, reflections, and planning based on the State of the School. During this meeting, the administrative team reviews data from the prior school year and sets goals for the current year. At the mid-year point, the Charter School administration team meets with staff again to discuss the most recent data metrics.

To support this process, the Charter School systematically collects and analyzes student data on key demographic behavioral and proficiency indicators. This includes a robust set of diagnostic and benchmark assessments that complement state standardized test data (including the CAASPP, ELPAC data, etc.) and provides continuous information about student progress towards standards. The Charter School implements formalized diagnostic assessments at least three times per year to inform student grouping, interventions, and pre- and re-teaching needs.

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

Grade level and content teams have common planning time that they use to examine data at least monthly. The administrative team monitors the progress of all subgroups (particularly multilingual learners and students with IEPs), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends are directly addressed through meetings with individual teachers and

departments, and through the examination of policies that may be contributing to declining achievement or inequities. Teachers are expected to and supported in being 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.

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

VAMS's Mission-Driven Approach to Instruction

At VAMS, our mission is grounded in delivering effective, outcomes-driven instruction that accelerates academic achievement for all students to achieve academic excellence. We do so by implementing a data-informed, continuously refined teaching model that ensures consistency and excellence across classrooms. Structured and consistent instruction creates a safe, high-performing learning environment where students clearly understand expectations, and teachers are supported in refining their practice. Our instructional model draws on the proven practices of high-performing schools with demonstrated success in academic outcomes.

Instructional Vision and Commitment to Equity

We are committed to ensuring that every student has access to high-quality, standards-aligned instructional materials that promote deep learning, student engagement, and academic success. Our curriculum design and instructional practices reflect our broader mission: to provide each student—regardless of background or starting point—with an excellent education and the tools needed for long-term success in school and beyond.

At VAMS, our curriculum is fully aligned with the State Standards, so much so that we use a standards mastery grading approach to live out our equitable grading philosophy (see Element 2 for more details). Instructional materials are selected through a rigorous, collaborative process involving Charter School and district leaders, teachers, and content experts. Each resource is evaluated not only for alignment to State Standards but also for cultural responsiveness, accessibility, and the capacity to support differentiated instruction. This comprehensive approach ensures that our curriculum is both equitable and responsive to the diverse needs of all students.

Our curriculum audit and adoption process is grounded in the framework provided by the CalCurriculum Consortium. This approach emphasizes the importance of aligning materials to rigorous academic standards while addressing the varied needs of our learners. We understand

that successful implementation of high-quality instructional materials requires more than just choosing strong programs—it necessitates thoughtful strategic planning, ongoing professional learning, clear communication with stakeholders, robust impact measurement, and a focus on sustainability. These core principles guide our six-step curriculum adoption and rollout efforts, ensuring implementation of fidelity and long-term effectiveness.

Instruction at VAMS is delivered through a combination of whole-group and small-group settings, with materials that are thoughtfully chosen to include embedded supports for multilingual learners, students with disabilities, and those performing below or above grade level. Teachers personalize instruction by analyzing benchmark data, identifying learning gaps, and factoring in student interests and developmental phases. This approach ensures that students not only master academic standards deeply but are also able to apply them through rigorous, real-world projects. In support of personalized learning, teachers use diagnostic assessments, digital platforms, and targeted intervention tools to provide just-in-time support and individualized learning pathways that help students accelerate their progress and build content mastery.

We also emphasize the Compass Programmatic structure, which pairs students with adult mentors who support their social-emotional and functional skill development—an essential part of our whole-child approach. This layer of support ensures students grow not only academically but holistically, preparing them for success beyond the classroom. For more detailed information about the curriculum, please view section 1.8.

To support effective curriculum implementation, educators receive ongoing professional development focused on instructional strategies, curriculum delivery, and data-informed teaching practices. This ensures that instructional staff are equipped not only to deliver the curriculum with consistency and fidelity, but also to adapt and scaffold instruction in response to real-time student data. Our structured and consistent instructional approach fosters a safe, high-performing learning environment where expectations are clear, student engagement is high, and teachers are empowered to continually refine their practice. Through this comprehensive and mission-aligned model, VAMS delivers instruction that drives student success and advances educational equity.

Subject-Specific Methodologies and Assessment Tools

English Language Arts (Core)

VAMS' ELA curriculum and instruction is driven by the Science of Reading and adolescent literacy research as well as grade level CCSS ELA Standards with a focus on developing independent readers and writers who can think critically and communicate effectively.

Key instructional approaches include:

- Advanced Decoding: Opportunities to break apart multisyllabic words and apply understanding of different word parts in listening, speaking, reading and writing.
- 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. The 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 or texts 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 argumentative 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.

History/Social Studies (Core)

Instructional Methodology: VAMS's history and social studies instruction is grounded in historical thinking, inquiry-based learning, and cultural relevance. Lessons integrate direct instruction with primary source analysis, student-led inquiry, and discussion-based activities to support a wide range of learners. Classrooms foster active engagement through collaborative investigations, structured debates, and thematic projects that connect the past to contemporary issues.

Key instructional approaches include:

- Inquiry-Based Learning: Students explore compelling questions and investigate historical problems using primary and secondary sources, developing skills in sourcing, contextualization, corroboration, and interpretation.
- Historical Argumentation: Students construct evidence-based claims through analytical writing tasks such as Document-Based Questions (DBQs)/Curated Research Papers and structured research assignments, building disciplinary literacy and persuasive communication skills.
- Comparative and Chronological Thinking: Lessons include tools like thematic charts, cross-cultural studies (e.g., rites of passage), and cumulative timelines to help students recognize historical patterns and cause-and-effect relationships.

- Integration with ELA: History instruction reinforces reading and writing skills through interdisciplinary connections, including close reading of complex texts, historical narratives, and writing aligned to Common Core literacy standards.
- Equitable Access: Curriculum design ensures all students, including multilingual learners and students with disabilities, engage meaningfully with content through scaffolded tasks, vocabulary routines, visual supports, and culturally responsive materials.
- Structured Lesson Design: Each lesson typically includes an activating strategy to spark curiosity, source analysis and discussion-based exploration, and a synthesis that deepens understanding and prepares students to apply historical thinking beyond the classroom.

Mathematics (Core)

Instructional Methodologies and Rationales: At VAMS, 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 emphasize hands-on and exploratory learning 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. Students spend significant time engaged in collaboration with each other, constructing and defending their own reasoning as they explore concepts, procedures, and mathematical applications aligned with the State Standards.

Key instructional approaches include:

- Collaborative Learning: Encouraging students to talk, write, listen, and critique each other's ideas, building a deeper understanding through social interaction.
- Rigorous Tasks & Focus on the Mathematical Practices: Ensuring the tasks we use require meaningful thinking supports students to develop crucial mathematical practices like reasoning, making arguments, and using representations effectively. Mathematical modeling prompts allow students to represent situations quantitatively, formulate models, and interpret results.
- Structured Lesson Design & Instructional Routines: Using consistent structures across and within lessons to create a safe and predictable framework in which students can engage in productive struggle with rigorous mathematics.
- Mathematical Language Routines (“MLR”): Blending the development of language and mathematical concepts. MLRs, such as Three Reads, are integrated throughout the curriculum and support all learners to access content and deepen their understanding.

- Teacher Modeling and Deliberate Practice: Explicit instruction and focus practice are used as appropriate to explain or clarify important concepts and procedures and ensure students are able to achieve mastery and fluency.
- Equitable Access: Ensuring the curriculum is designed to be accessible to all students with a focus on activating and leveraging existing schema, building from concrete examples to more abstract representations, using manipulatives and multiple representations and providing support for multilingual learners and students with disabilities through MLRs, instructional routines and scaffolds.
- Non-Permanent Spaces: Using whiteboards, individually and vertically in small groups supports a culture of learning through exploration, error, and revision.

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 (Core)

Science education at VAMS is fully aligned with the Next Generation Science Standards and organized around cross-cutting concepts such as cause and effect, systems, energy, and stability. Each unit is anchored in phenomena, driving questions, and Enduring Understandings that make scientific inquiry meaningful and relevant for all learners.

VAMS is committed to equitable science instruction by ensuring all students—regardless of background, language, or ability—have access to high-quality learning experiences. Teachers use data-informed scaffolding strategies and culturally responsive practices to meet the diverse needs of every student.

Students engage in hands-on investigations, collaborative projects, and real-world problem solving, building their capacity as critical thinkers and scientific reasoners. Instruction

intentionally connects to ELA and social studies to support interdisciplinary understanding and to amplify students' voices across content areas.

Key features include an emphasis on real-world relevance and inquiry, integration with ELA and social studies themes, and cross-cutting concepts guide every unit with:

- Phenomena-based learning: Students explore and investigate real-world phenomena to build understanding of scientific concepts.
- Hands-on investigations: Students actively participate in investigations to gather data and develop a deeper understanding of the phenomena.
- Literacy-rich activities: Reading, writing, and argumentation are integrated into the curriculum to support students' scientific literacy.
- Digital tools: Interactive digital tools are used to enhance investigations, provide simulations, and support student learning.
- Argumentation and evidence-based reasoning: Students are encouraged to develop claims, support them with evidence, and engage in scientific discussions.
- Modeling: Students use physical and digital models to visualize concepts and understand phenomena at different scales.
- Engineering design: Students apply scientific principles to design solutions to complex problems and test their designs.

English Language Development (Core)

The English Language Development program at VAMS is aligned with the California English Language Development Standards Kindergarten through Grade 12. Our approach to comprehensive ELD is to engage students in Designated ELD instruction, which enables targeted English Language instruction in the context of the ELD standards utilizing high-quality curriculum such as Cengage National Geographic Edge, and Integrated ELD instruction, where the CA English Language Development standards support the mastery of the specific content standards.

Designated ELD

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.

Key instructional approaches for Designated ELD include:

- **Valuing Linguistic and Cultural Assets**: Educators leverage students' home languages and cultural assets as resources for learning.
- **Building Foundational Language and Literacy**: Emerging multilingual students develop survival vocabulary, and the basic building blocks of literacy for newly arrived students, then move into experiencing the world in the classroom with authentic, multicultural literature, informational texts, and well-known authors.
- **Expanding Knowledge**: Expanding and bridging multilingual students follow guided explorations of literature and nonfiction, supported by stories told by photography and video, help them make connections across disciplines.
- **Developing Academic Literacy Skills**: A structured approach to skill building, including textual analysis, close reading, and research, trains students for continued academic success in English.
- **Academic Communication**: Academic speaking and writing practice in every lesson prepares learners to make valuable contributions in the classroom.
- **Integrating the Four Language Domains**: All lessons entail the four domains of reading, writing, listening, and speaking.

Integrated ELD

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.

Key instructional approaches for Integrated ELD include:

- **Language Awareness & Analysis:** Prioritizing intentional language analysis and language awareness. Teachers make the language demands of the lesson visible by helping students notice and use the vocabulary, sentence structures, discourse patterns, and text features needed to participate successfully in academic tasks. This includes analyzing mentor texts, unpacking complex sentences, and discussing how language choices convey meaning.
- **Leveraging Linguistic & Cultural Assets**: Leveraging students' home languages and cultural assets as resources for learning.
- **Grade-Level Text Access**: Using complex, grade-level texts with appropriate scaffolds rather than simplifying content.

- **Collaborative Meaning-making**: Providing frequent opportunities for collaborative meaning-making through academic discussion.
- **Integrated Content and Language Instruction**: 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.
- **Structured Academic Interaction**: Student interaction is key, with structured opportunities for speaking, listening, reading, and writing in meaningful, academic contexts.
- **Explicit Vocabulary Instruction:** Explicitly teaching vocabulary may include strategies like teaching high-use academic vocabulary in models such as those from the Kate Kinsella Academic Vocabulary Toolkit.
- **Equity Through Access and Opportunity**: Promoting equity by ensuring that language development occurs alongside grade-level learning for all students.

Advisory/Homeroom

Instructional Methodology: In order to create the foundations necessary for success at middle school, our Advisory program includes a balance of academic skill enforcement, SEL, and development of concepts around identity, equity, and community-building with the purpose of fostering a strong sense of belonging, character development, and academic support. The focus is on personalized, ongoing support for students through connection with an educator in their homeroom who serves as their mentor.

Key Instructional Approaches include:

- Whole group and small group approaches
- One-on-one check-ins
- Goal-setting and data chats with guidance
- Self-monitoring of grades and academic progress
- Platforms for discussion to unpack current events
- Discussion-based learning
- Personalized learning
- Community-building activities
- Civic engagement or service learning

Assessment Methods and Tools

At VAMS, assessment is a foundational element of the instructional framework, strategically used to guide teaching practices, track student progress, and support data-driven decision-

making. VAMS employs a comprehensive and balanced assessment system that integrates diagnostic, formative, interim, and summative assessments across all subject areas. This multi-tiered approach ensures that students not only master grade level standards but also build essential academic skills.

Central to the diagnostic process are tools like i-Ready, which are administered three times annually in both reading and math. These diagnostics provide precise, actionable data on individual student strengths and areas for growth, anchoring decisions around instructional planning, targeted interventions, and progress monitoring. These results are used in conjunction with classroom performance data to craft instruction that is equitable, responsive, and personalized.

Formative assessments, embedded within daily instruction, play a critical role in this system. Teachers routinely utilize curriculum-aligned tools such as end-of-unit quizzes, reading comprehension checks, writing rubrics, and math performance tasks to assess mastery of specific standards. These tools are closely aligned with the language and rigor of the adopted curricula, yielding data that is immediately applicable for adjusting instruction. VAMS emphasizes informal, real-time assessments such as Think-Pair-Share, Turn and Talk, Equity Sticks, quick writes, whiteboard checks, and peer/self-assessments using rubrics. These strategies provide immediate feedback and inform instructional pivots—whether to address misconceptions, reteach content, or provide enrichment.

Summative assessments, including performance tasks, writing benchmarks, and unit assessments, are used to evaluate cumulative student understanding and inform report card grades. These assessments serve as summative anchors to instructional cycles. To ensure a continuous loop of instructional improvement, teachers participate in regular data analysis cycles, during which they review assessment results, reflect on instructional effectiveness, and plan reteaching, enrichment, or intervention strategies.

Professional development further strengthens this ecosystem. Educators receive ongoing training in assessment of literacy, data interpretation, and responsive instruction. This support reinforces the philosophy that assessment is not a stand-alone endpoint, but rather an integrated, continuous process essential to advancing student achievement and equity.

Each subject area incorporates specific assessments tailored to its content:
Science includes unit assessments, lab reports, CAST interim assessments, performance tasks, and cumulative projects.

Math utilizes i-Ready diagnostics, i-Ready standards mastery assessments, CAASPP-aligned interim assessments (ICAs, IABs, FIABs), Cool-Down exit tickets, unit assessments, formative daily checks, and SBAC-aligned assessments.

History features integrated ELA/social studies rubrics, unit tests, midterms, finals, and curated research papers.

ELA assessment tools comprise performance-based projects, i-Ready diagnostics, CAASPP-aligned interim assessments (ICAs, IABs, FIABs), curriculum embedded daily formative assessments and SBAC-modeled summative tasks.

ELD assessments include the ELPAC-aligned interim assessments, curriculum-based assessments, like quizzes or exit tickets, projects, performance tasks, and tests.

Physical Education ("PE") includes assessments alignment to Physical Education Model Content Standards for California, often mimicking the requirements of the Physical Fitness Test or as a content specific quiz or test.

Music assessments align to the California Arts Standards for Public Schools with demonstrations of learning through musical instrumentation performance according to a rubric, content-specific quizzes or tests, or music projects aligned to a rubric.

Performing Arts assessments also align to the California Performing Arts Standards for Public Schools and include demonstrations of learning through theatre presentations according to a rubric, content-specific quizzes or tests, or art projects aligned to a rubric.

To support differentiated learning, VAMS integrates ongoing assessments to identify students' needs and tailor instruction accordingly. Differentiation is embedded in the curriculum, with guidance for teachers on how to modify instruction. Additionally, microphase grouping is used, particularly in reading, allowing for targeted support based on students' reading levels.

Together, these systems foster a dynamic, student-centered learning environment in which assessment informs every aspect of instruction, ensuring all learners receive the support and challenge they need to thrive.

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 Standards. All courses are standards-based and designed using the

Understanding by Design framework to promote deep understanding and purposeful learning. Curriculum materials are selected through a collaborative process that involves both teachers and administrators, who evaluate resources for alignment with State Standards, instructional goals, and the Charter 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.

English Language Arts (Writing and Reading) - 5th - 8th Grade Core Curriculum

The goal of VAMS' English Language Arts program is to support all learners in accessing rigorous and culturally relevant instruction in order to master grade level Common Core Standards focusing on listening, speaking, reading, writing as well as fostering a love of literacy in every student. Students engage in close reading and listening, academic discourse, advanced decoding, justifying and supporting opinions with textual evidence, and writing for different purposes and audiences in order to be successful in college, career, leadership and life. Our curriculum and instructional programming and practices have been selected with these aims in mind.

Our teachers utilize high quality core curriculum, which include daily formative assessments as well as unit summative assessments and tasks. Teachers also administer a literacy diagnostic and benchmark assessment three times per year to monitor student progress in phonics, vocabulary, literary text comprehension and informational text comprehension. Periodically, teachers also administer CAASPP interim assessments to monitor progress towards standards.

English Language Development (ELD) – 5th – 8th Grade Core Curriculum

Our administrative team will observe teachers regularly, providing feedback on multilingual learners' support and focus strategies. Each of the curricula mentioned in this section also incorporate ELD supplemental materials and guidance in order to be able to seamlessly and strategically incorporate linguist support into the content, oftentimes incorporating strategies for different levels of proficiency. Additionally, teachers will receive three Professional Development 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. Moreover, in designated ELD classes 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 VAMS is aligned with the California ELD Standards (Kindergarten through Grade 12). Our MLL students are specifically grouped based on their English Language Proficiency and placed in ELD classes. Teachers meet with their Multilingual Learners two to five times a week for approximately 60 minutes. Within this structure, students engage in Designated ELD instruction, which enables targeted English Language instruction in the context of the ELD standards utilizing curriculum such as National Geographic and teacher-created supplemental lessons where necessary.

Designated ELD Instruction & Curriculum

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

Grade Band & Proficiency Level	Designated ELD Curriculum Description
Middle School Newcomer: Emerging	The ELD curriculum is designed to support newly arrived and preliterate English learners in developing essential language, literacy, and survival skills. It offers a comprehensive suite of resources to build foundational English proficiency. A flexible program will provide scaffolded instruction that fosters confidence and communication in real-world contexts, such as the National Geographic ELD curriculum.
Middle School: Emerging, Expanding, Bridging	The ELD curriculum is designed for multilingual students, focusing on building academic language and literacy skills necessary for cross-curricular studies and global communication. The program integrates literature and nonfiction texts with rich visual storytelling, fostering critical thinking and real-world connections, as in a curriculum like National Geographic Lift.

Assessment, Data, and Progress Monitoring
Initial ELPAC Interim ELPAC Summative ELPAC Alternative ELPAC Curriculum Unit Assessments i-Ready Diagnostic 1, 2, 3 Student Writing Samples Progress Monitoring on 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. Additionally, support in vocabulary may include strategies like explicitly teaching high-use academic vocabulary in models such as those from the Kate Kinsella Academic Vocabulary Toolkit. Integrated ELD promotes equity by ensuring that language development occurs alongside grade-level learning for all students.

Grade Band	Integrated ELD Curriculum	Assessment
Fifth Grade - Eighth Grade	Integrated ELD curriculum is culturally relevant and provides multiple opportunities for teachers to integrate strategies and supports for multilingual learners, including: ● Use of sentence frames ● Total physical response (TPR) for vocabulary acquisition	● Unit Assessments ● i-Ready Reading Diagnostic (3x per year) ● Initial & Summative ELPAC

	• Graphic organizers • Collaborative learning structures • Realia and visuals • Word walls • Think pair shares to lower affective filter • Explicit Academic Vocabulary	

History & Social Studies – 5 – 8th Grade Core Curriculum

The goal of Bright Star Schools' History/Social Science program is to support all learners in accessing rigorous, inquiry-based, and culturally relevant instruction aligned to both the California State Standards and the California Common Core State Standards. Our program is designed to cultivate historical thinking, critical reading and writing skills, and an understanding of diverse perspectives and experiences across time and place. Students engage in close reading of primary and secondary sources, academic discourse, evidence-based writing, and historical inquiry in order to be successful in college, career, leadership, and life. Our curriculum and instructional programming reflect these aims. Teachers utilize high-quality core materials and inquiry-driven units, and they assess student progress through regular formative assessments and benchmark tasks, such as curated research papers, that measure content knowledge as well as historical reading, thinking, and writing skills. Instruction is supplemented and scaffolded to ensure all students can access grade-level content while being challenged to think deeply about the past and its relevance to the modern world.

	History & Social Studies Curriculum Content Summary by Grade
Grade 5	In 5th grade at VAMS, students explore the layered and complex history of the land they live on, beginning with Indigenous civilizations like Cahokia and the Haudenosaunee Confederacy. Through inquiry, close reading, and evidence-based writing, they study the foundations of governance, cultural identity, and the impacts of colonization. Students also examine the achievements of various pre-Colombian civilizations such as the pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains and critically consider the lasting effects of European exploration and conquest in the Americas.

	As the year progresses, students shift focus to the development of colonial societies, major independence movements, and the formation of new governments. They investigate the ideas behind foundational documents, the causes and consequences of revolution, and the early decisions made by emerging nations. Throughout, students build historical thinking skills, such as analyzing sources, understanding cause and effect, and recognizing multiple perspectives, to better understand the past and its relevance to the present.
Grade 6	In 6th grade, VAMS students explore how human societies have changed over time, beginning with the survival and migration of early humans. They examine how geography and environment shaped early life and then evaluate the impact of the Neolithic Revolution, asking whether the shift to farming improved or complicated human life. These foundational studies help students understand the rise of complex civilizations in regions such as Mesopotamia, Egypt, the Indus Valley, China, and the Mediterranean. As the year continues, students explore the development and influence of major world religions such as the Abrahamic religions, the Dharmic religions, and Chinese philosophies and religions, and how belief systems helped shape societies. They then study classical empires like Rome and Han China and analyze how trade routes like the Silk Roads connected diverse parts of the world. Throughout the course, students build historical thinking skills by analyzing sources, exploring cause and effect, and making evidence-based claims about how the past continues to shape our world today.
Grade 7	In 7th grade at VAMS, students explore how power, belief systems, and cultural exchange shaped the medieval and early modern world. They begin by examining the fall of the Roman Empire and the rise of powerful dynasties in East Asia, analyzing how empires adapt, collapse, and leave lasting legacies. Students then explore the origins and expansion of Islam, its intellectual and trade contributions, and the rise of influential African kingdoms in Ghana and Mali. As the year continues, students investigate how different societies responded to internal and external pressures, from the feudal systems of Medieval Europe and Japan to the rise of Mesoamerican civilizations. In later units, they study the Renaissance, Reformation, and Scientific Revolution as transformative periods that reshaped ideas, politics, and society. The year concludes with the Age of

	Exploration and its global consequences, including conquest, cultural exchange, and the spread of Enlightenment ideas that helped spark political revolutions. Throughout, students build historical thinking skills by analyzing primary and secondary sources, comparing societies, and drawing evidence-based conclusions about how the past informs the world we live in today.
Grade 8	In 8th grade at VAMS, students explore the development of the United States from its founding through the early 20th century. They begin by studying the Constitution, the birth of American democracy, and the early political conflicts that shaped the nation. From there, students examine westward expansion and the consequences of the Manifest Destiny, particularly for Indigenous communities, as well as the growing tensions that led to the Civil War. Students then analyze the Civil War and Reconstruction, exploring how the conflict tested the meaning of freedom, citizenship, and national unity. The course concludes with a focus on the Industrial Revolution, immigration, and social change, helping students understand how economic growth transformed the U.S. and laid the foundation for modern America. Throughout the year, students strengthen their historical thinking by analyzing sources, forming arguments, and making connections between past and present.

Science – 5th – 8th Grade Code Curriculum

For students to navigate and play an active role in today's complex world, they need to draw upon the practices of science and leverage strong critical thinking and reasoning skills. Science instruction must be real-world relevant and move beyond rote memorization to provide learning experiences that are phenomena-based, literacy-rich, and interactive.

With this in mind, for 5th through 8th grades, VAMS currently uses a curriculum fully aligned with NGSS, such as Amplify Science—recognized by EdReports for its quality and effectiveness. We remain committed to regularly reviewing our instructional materials to ensure they continue to support student success. Our phenomenon-based approach engages students in constructing a deep, interconnected understanding centered on each unit's anchor phenomenon. The curriculum integrates cohesive storylines with hands-on investigations, rich classroom discussions, literacy-rich activities, and digital tools, creating a dynamic and immersive learning experience. Each unit, chapter, lesson, and activity is carefully designed to deliver authentic three-dimensional learning—integrating disciplinary core ideas, science and engineering practices, and crosscutting concepts. Importantly, the instructional design is intentionally crafted

to support all learners in accessing and mastering the full range of standards, ensuring equity and engagement across diverse student populations.

The 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 consists of 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 includes 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 requires that 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 involves 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 entails 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.

The science program combines phenomenon-based learning, rich discourse, literacy integration, and digital modeling equips students with the skills and knowledge needed to think critically and engage deeply in science. The Science program's multimodal approach provides students with frequent opportunities to construct meaning, deepen understanding, and apply scientific concepts in various ways.

At VAMS, these structures allow students to move beyond passive learning to become active scientists and engineers. They engage deeply with real-world phenomena through compelling storylines, hands-on investigations, collaborative discussions, literacy-rich activities, and interactive digital tools—building critical thinking and problem-solving skills every step of the way.

	Science Curriculum Content Summary by Grade
Grade 5	In 5th grade, students are introduced to physical science concepts, focusing on forces and interactions, energy transfer, and the properties of matter. Students explore real-world phenomena such as magnetic forces and energy flow through engaging, hands-on investigations, and interactive storylines. Emphasis is placed on developing scientific practices like asking questions, analyzing data, and constructing evidence-based explanations. Literacy-rich activities support comprehension of complex scientific texts, while digital tools enhance understanding. The curriculum integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts to provide authentic three-dimensional learning experiences.
Grade 6	In 6th grade, students explore life science topics, including ecosystems, biodiversity, and the relationships between organisms and their environments. The curriculum encourages students to investigate anchoring phenomena such as how energy moves through food webs and how organisms adapt to changing environments. Through a blend of investigations, collaborative discussions, and reading and writing activities, students develop a deeper understanding of life science concepts while practicing scientific reasoning. Engineering challenges promote application of knowledge to real-world problems, fostering critical thinking and creativity.
Grade 7	In 7th grade, students focus on earth and space science and study topics such as weather, climate, the Earth's systems, and space phenomena. The curriculum engages students in exploring phenomena like weather patterns and the effects of human activity on Earth's systems. Students participate in hands-on investigations and use digital simulations to model complex processes. Rich literacy activities and scientific discourse help students articulate their understanding, while engineering units challenge them to design solutions related to environmental and space science issues. This grade emphasizes the integration of scientific concepts with engineering practices and crosscutting themes.
Grade 8	In 8th grade, students learn physical science concepts including matter, chemical reactions, and energy transformations. They investigate phenomena

	such as chemical changes and energy transfer through experiments, modeling, and inquiry-based learning. The curriculum supports literacy development through reading scientific texts and constructing written arguments based on evidence. Engineering internships provide opportunities for students to apply their learning by designing solutions to real-world problems. The grade-level content continues to build three-dimensional learning by integrating disciplinary core ideas, science and engineering practices, and crosscutting concepts aligned with NGSS.

Mathematics – 5th – 8th Grade Core Curriculum

At VAMS, we believe that every student can grow into a confident and capable mathematician. In our classrooms, students ask questions, explore ideas, and persevere through challenges, developing the reasoning and problem-solving skills outlined in the Common Core Standards for Mathematical Practice. Ultimately, we aim to improve mathematics learning outcomes for all students, and 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.

Key instructional approaches include:

- Collaborative Learning: Encouraging students to talk, write, listen, and critique each other's ideas, building a deeper understanding through social interaction.
- Rigorous Tasks & Focus on the Mathematical Practices: Ensuring the tasks we use require meaningful thinking supports students to develop crucial mathematical practices like reasoning, making arguments, and using representations effectively. Mathematical modeling prompts allow students to represent situations quantitatively, formulate models, and interpret results.
- Structured Lesson Design & Instructional Routines: Using consistent structures across and within lessons to create a safe and predictable framework in which students can engage in productive struggle with rigorous mathematics.

- Mathematical Language Routines: Blending the development of language and mathematical concepts. Strategies such as Three Reads and utilizing a Collaborative Content Dictionary (CCD) are integrated throughout the curriculum and support all learners to access content and deepen their understanding.
- Equitable Access: Ensuring the curriculum is designed to be accessible to all students with a focus on activating and leveraging existing schema, building from concrete examples to more abstract representations, and providing support for multilingual learners and students with disabilities through MLRs, instructional routines and scaffolds.
- Non-Permanent Spaces: Using whiteboards, individually and collaboratively in small groups supports a culture of learning through exploration, error, and revision.

We select curriculum and instructional practices with these aims in mind. The mathematics program at VAMS is fully aligned with the California Common Core State Standards in Mathematics for grades 5 through 8. Our teachers use inquiry and problem-based materials, such as 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.

Physical Education - 5th - 8th Grade Core Curriculum

The PE program at VAMS is a standards-based, core academic course aligned with the California Physical Education Model Content Standards. Our program is designed to meet the unique developmental needs of middle school students by promoting physical education literacy, healthy habits, and social-emotional growth through structured, sequenced instruction that builds knowledge, skills, and confidence in physical activity.

Instructional units are intentionally planned to provide both depth and continuity, enabling students to develop competence across multiple domains—including motor skill development, movement patterns, physical fitness, teamwork, and personal and social responsibility. Teachers develop comprehensive units by selecting developmentally appropriate standards, designing aligned assessments that also support students in making progress towards California's Physical Fitness Test, and scaffolding instruction to ensure all students of varied physical abilities can access and engage in meaningful learning experiences.

VAMS's PE lessons incorporate a blend of skill-building drills, small-sided games, fitness routines, physical health, cooperative learning activities, and reflective practices that encourage goal-setting, self-assessment, and peer feedback. Teachers embed multiple standards within a single unit to promote integrated learning and connect physical activity to lifelong health. Furthermore, PE educators collaborate with certified providers to ensure that students experience the required sexual health topics by the state of California by grade level.

Curricular materials include network-adopted PE frameworks, standards-based lesson plans, fitness assessment protocols (e.g., California FitnessGram), and supplemental digital resources that support instruction, data collection, and student-centered goal tracking.

Our program emphasizes inclusive participation, personal growth, and the development of lifelong fitness habits, while fostering an environment where students feel safe, supported, and empowered to take ownership of their physical well-being.

Physical Education Overarching Standards	
VAMS's Physical Education Curriculum is anchored in the California Physical Education Model's five overarching middle school content standards below:	
Standard 1	Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2	Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
Standard 3	Students assess and maintain a level of physical fitness to improve health and performance.
Standard 4	Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

In middle school, the Physical Education Model Content Standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. By integrating these standards, students not only develop foundational movement skills but also apply movement concepts, assess their physical fitness, learn fitness-related concepts, and understand the psychological and sociological aspects relevant to physical activity. This integrated approach ensures a comprehensive physical education experience.

Visual And Performing Arts - 5th - 8th Grade Core Curriculum

At VAMS, students have the opportunity to engage in Visual And Performing Arts ("VAPA"). At present, those experiences include Music and Art, which both align with the California Arts Standards for Public Schools.

Music Curriculum:

Within the VAMS's music program students learn music with differentiated options for continued learning in order to value student voice and choice in what they learn. All VAMS students' start with the baseline of the general music course in order to foster an appreciation for the various elements of music, then have the option to continue with general music and deepen their understanding through higher depth of knowledge ("DOK") levels by creating and presenting their own musical compositions through the use of technology. Alternatively, they may select an instrument to play so that they learn to harmonize and work within an ensemble.

Given our lower grade students, beginning level musicians start with coursework in general music. The intent of this course is to create a foundational baseline for understanding music theory by learning to read music, understand rhythms, and develop an appreciation of various genres. This may look like students learning staffs, notes, and pitches through Alfred's Essentials of Music Theory and possibly students creating their own rhythmic performance in an ensemble. Focus sets of music standards for general music include music literacy PK-8 and ensembles.

For students continuing with general music, the focus shifts to the sets of standards that focus on technology and on composition and theory. Students use a program like SoundTrap to be able to use software in order to create their own Fowley art project as they start to understand the composition of sound effects. Grounded in musical performance nonetheless, they may also have projects that allow students to create their own musical composition based on their understanding of music theory and layer on top of that with vocals. As they deepen their understanding and develop their presentations, the teacher has students increase their level of demonstration of competency in the anchor standards (see chart below).

Rounding out the fifth set of music standards, the VAMS music ensemble focuses on harmonizing instrumental standards as well as ensemble standards. These students have selected to continue with music instrumentation and are given a musical instrument to focus on within the year. This may look like violas, violins, cellos, or others, working together in harmony as a performing orchestra. Starting with plucking, students learn which notes align with which strings and eventually develop into learning to apply their bow to the instrument.

Rubric-aligned individual and group assessments are given in which students perform scales and songs that scaffold up to increase in challenge over time. The musical ensemble is often an important part of celebratory events at VAMS, such as the Winter Festival and other events.

Aligned with our mission of students finding joy, having choice in how students learn music allows for students to find their way of expressing themselves musically.

Theatre Curriculum

The theatre program provides students with a comprehensive, standards-based performing arts education that develops artistic literacy, creative expression, critical thinking, collaboration, and communication skills. In Grade 5, all students participate in theatre as part of the core curriculum, building a foundation in theatrical vocabulary, plot structure, improvisation, blocking, performance techniques, collaboration, and the role of theatre in culture and society. Students learn to analyze and respond to theatrical experiences while exploring acting, directing, scriptwriting, and technical theatre.

In Grades 6–8, students may elect to continue their theatre studies and deepen their mastery of grade-level theatre standards. Through a project-based learning model, students engage in the full artistic process by analyzing scripts, developing characters, exploring text and subtext, creating original scenes, rehearsing performances, and refining their work through reflection and critique. Students apply effective vocal expression, movement, gesture, blocking, and characterization while learning to collaborate as actors, directors, playwrights, designers, and technical artists.

As students progress through the program, they examine theatre traditions and performance styles from diverse historical periods and cultures, analyze the impact of theatre, film, and media on society, and explore how cultural perspectives influence storytelling and artistic choices. Students develop skills in evaluating theatrical works using established criteria and rubrics, reflecting on artistic decisions, and communicating constructive feedback.

Each year culminates in a public performance that showcases student learning and growth. Students work collaboratively to plan, design, rehearse, and present a theatrical production for the school community, demonstrating proficiency in artistic perception, creative expression, historical and cultural understanding, aesthetic valuing, and real-world applications of theatre. Through these authentic performance experiences, students build confidence, creativity, problem-solving abilities, and communication skills while exploring potential careers in the performing arts and related fields.

1.8b: Intervention and Enrichment Programs

A cornerstone of VAMS 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 the art or music programs described above, allowing students to both explore the arts as well as refine their skills as artists as a true elective. In addition to the content learned

during the school day, VAMS proudly showcases student work at events at various times of the year.

After-school programming, provided in collaboration with partners like After School All-Stars, extends these opportunities by offering activities such as arts and crafts, cosmetology, dance, cheer, music, e-sports, and sports. Students also participate in culinary arts lessons in which they cook and learn about healthy choices, further supporting their development of lifelong wellness habits.

At VAMS, intervention plays a crucial role in addressing gaps in student learning. Based on data from i-Ready, administrators work with teachers to create small groups to target a common standard of needed support. During the instructional day, instructional assistants, paraeducators, ELA, math, and inclusive education teachers pull leveled small groups to target specific gaps in student knowledge and skill. They use instructional materials such as i-Ready Tools for Instruction or supplemental lessons from the appropriate curriculum. VAMS adopted the iReady Phonics for Reading curriculum and small group curriculum to better address student needs in basic literacy.

Additionally, VAMS provides small group intervention and 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.

VAMS's Response to Intervention Model

At VAMS, 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, VAMS 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 VAMS 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, students are expected to write by using a Claim, Evidence & Reasoning format consistently across all disciplines to reinforce the application of this writing strategy and allowing for multiple opportunities to demonstrate competency.
- Progress Monitoring: Student progress is monitored regularly. Teachers track progress by giving a weekly grade and monitoring trends on a regular basis in coaching as well as monthly grade-level meetings, with support from grade level counselors. Students struggling across multiple areas may be referred for the Student Success & Progress Team.

2. **Ongoing Student Assessments**
   At VAMS, student data informs classroom instruction. Students are assessed consistently using various tools, including district-created benchmarks, teacher-created tests, interim assessments, assignments, and quizzes. Graded feedback is provided weekly, and formal graded assessments occur multiple times in a unit.
3. **Tiered Instruction**
   At Valor Academy Charter School, we implement a robust Multi-Tiered System of Support to ensure that all students—particularly those performing below grade level—receive the instruction, interventions, and resources necessary to thrive academically. Grounded in data-driven instruction, targeted intervention, and ongoing progress monitoring, our approach allows educators to respond swiftly and precisely to student needs. Through adaptive diagnostic assessments and personalized learning tools, we identify individual skill gaps and deliver just in-time instruction that accelerates student growth.

VAMS's MTSS framework operates through a tiered structure of support, ensuring every student receives the appropriate level of instruction and intervention based on their performance data:

Tier 1: Core Instruction
At Tier 1, all students engage in rigorous, grade-level curriculum aligned to state standards, with an emphasis on acceleration rather than remediation. Instruction is designed using the UbD model and includes:

- Explicit teaching of essential academic skills and strategies
- Regular use of formative assessments to inform instructional decisions
- Integration of skills across subject areas

- Continuous progress monitoring at the classroom and grade level

Teachers implement small-group instruction to provide targeted scaffolding, ensuring all students stay engaged and achieve mastery. Instructional Assistants (IAs) support these groups within the classroom, allowing for greater differentiation and individualized attention. Most students are expected to meet grade-level benchmarks through Tier 1 support alone.

Tier 2: Strategic Interventions
When students do not demonstrate adequate progress in Tier 1, they receive Tier 2 strategic interventions. These supports are delivered during the instructional day or within dedicated intervention blocks, allowing students to access targeted help without missing core instruction. Interventions at this level may include:

- Teachers and IAs provide skill-based small group or one-on-one instruction, focusing on addressing specific learning gaps identified through diagnostic tools such as i-Ready Tools for Instruction and CAASPP's Smarter Tools for Teachers for a specific window of time to ensure impact. Activating the Student Success and Progress Team process. This collaborative team—consisting of the student, family, teachers, counselor, and an administrator—meets to develop a personalized support plan, monitor student progress, and refine strategies based on performance data. The SSPT is a critical layer in Tier 2, ensuring students receive structured, individualized attention as soon as learning gaps emerge.

Tier 3: Intensive Interventions
For students with persistent academic challenges, Tier 3 intensive interventions provide the most individualized and intensive level of support. These interventions may include:

- Small-group remediation in foundational prerequisite skills during school or during after school or weekends
- ELD scaffolds and supports in the student's native language
- Technology-assisted learning platforms such as i-Ready One-on-one tutoring or push-in support
- Extended learning opportunities through after-school tutoring, or small group support after school or on weekends

Students receiving Tier 3 support continue to be monitored through the SSPT process, which reconvenes regularly to evaluate the effectiveness of interventions and determine whether additional services, such as a special education referral, may be needed. Tier 3 ensures that even the most at-risk students receive tailored instruction and sustained, data-informed support.

Across all tiers, VAMS teachers are equipped with ongoing professional development in acceleration strategies, data analysis, and evidence-based instructional practices. Instructional staff participate in learning walks, coaching cycles, and collaborative planning sessions to align interventions with academic goals and ensure consistency across classrooms.

Students with IEPs or English Learner designations also receive specialized support tailored to their individual learning needs. These services may include scaffolded instruction, designated support time, and targeted academic interventions delivered by qualified providers.

At VAMS, our MTSS model reflects a strong belief that every student can succeed when provided with the right support at the right time. Through a strategic, tiered approach that combines high expectations with responsive instruction, we create an inclusive learning environment where all students have the opportunity to meet and exceed grade-level standards.

Students may also receive support through programs like i-Ready and IXL Learning. 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 MTSS and SSPT processes (5 to 6 week cycles) and data collection, the school can identify which students may need to be evaluated for eligibility for special education services.

Moreover, VAMS values an active partnership between home and school. Families are involved in creating individual learning plans through the Student Success and Progress Team approach. Families participate in an orientation regarding the support their student is receiving if it is at Tier 2 or Tier 3 and they're told what additional actions they can take in order to help their student. This way families understand why their student was invited for additional support, the frequency and schedule, what it looks like, and data on the previous impact of participation on prior students. They are also 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

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

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

Textbooks and supplemental resources are used to support instruction in both whole-group and small-group settings, with materials intentionally selected to include embedded supports for multilingual learners, students with disabilities, and students performing below or above grade level. In addition to core curricula, we use diagnostic assessments, digital platforms, and intervention tools to provide just-in-time instruction and personalized support, allowing Our approach to curricular and instructional materials reflects our broader mission: to provide every student, regardless of background or starting point, with access to an excellent education and the tools they need to succeed in school and beyond.

Reading Skills Assessed in i-Ready and Taught in Personalized Instruction	
Foundational Skills	
Grades 5	**Grades 6 - 8**
Vocabulary	
Understand General Academic and Domain-Specific Vocabulary Determine Word Meaning Using Base Words and Affixes Use a Glossary to Determine/Clarify Word Meaning Understand Word Families Analyze Word Relationships	Understand General Academic and Domain-Specific Vocabulary Determine Word Meaning Using Greek and Latin Roots and Affixes Understand Word Relationships Use Print and Digital Reference Guides to Determine Word Meaning

Comprehension - Informational Text

Ask Questions about Key Ideas Identify Main Idea/Key Details Cite Textual Evidence Make Inferences Retell or Summarize Text Demonstrate Understanding of Unfamiliar Words Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts Demonstrate Understanding of Unfamiliar Words Identify or Analyze Author's Point of View or Purpose Evaluate Arguments Connect Text and Visuals Use or Interpret Text Features Compare Author's Point of View in Two Texts Analyze and Compare Text Structures within One Text or between Two Texts Find and Integrate Information from Multiple Sources	Make Inferences Cite Textual Evidence Determine or Analyze Development of Central Ideas and Supporting Details Summarize Text Understand Unfamiliar Words/Figurative, Connotative, Technical Meanings Analyze Connections among Events, Ideas, and Individuals in Text Analyze Text Structure Determine Author's Point of View/Purpose Evaluate Arguments/Persuasive Techniques Integrate Information from Different Print/Digital Sources Compare Informational Texts (e.g., autobiography vs. biography, historical fiction vs. nonfiction, texts on the same topic, etc.)
Comprehension - Literature	
Ask Questions about Stories Make Inferences Cite Textual Evidence Determine Theme/Central Message of a Story/Poem Recount or Summarize Story Events Understand/Describe Characters, Settings, Events Interpret Figurative Language Determine Point of View in a Story Connect Words and Pictures Analyze Structure and Elements of Stories/Plays/Poems	Make Inferences Cite Textual Evidence Identify/Analyze Theme Summarize Text Analyze How Plot/Characters Are Developed Analyze Structure/Elements of Poetry, Plays, Stories Interpret Figurative Language/Allusions/Connotations Analyze Word Choice, Impact on Meaning and Tone Identify or Analyze Narrative/Author's Point of View

Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) Interpret Allusions	Compare/Contrast Literary Texts (e.g., Story to a Poem, Modern Work to Traditional Story, Print to Multimedia)

Mathematics Skills Assessed in i-Ready and Taught in Personalized Instruction	
Number and Operations	
Grades 5	**Grades 6 - 8**
The Number System Common factors, common multiples, positive and negative rational numbers, including integers, fractions, decimals, approximating numbers that are not rational, irrational numbers	Number and Quantity The real number system, quantities, the complex number system, vector and matrix quantities, operations on vectors
Algebra and Algebraic Thinking	
Ratios and Proportional Relationships Percent, rates, ratios Expressions and Equations Variables, equivalent expressions, exponents, radicals and integer exponents, solving real-world problems, slope, equations, inequalities, graphs of lines, systems of equations Functions	Algebra Structure of expressions, arithmetic with polynomial and rational expressions, interpreting, writing and solving equations, reasoning with equations and inequalities Functions Interpreting, modeling, and building functions: linear, exponential, piecewise-defined, step, absolute value, quadratic, polynomial, logarithmic, trigonometric, rational

Defining, evaluating, and comparing functions, modeling relationships with functions	
Measurement and Data	
Statistics and Probability Randomness, probability distributions, statistical questions, collecting and analyzing data, making inferences and conclusions based on random samples and measures of center and variability	Statistics and Probability Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, expected values, making decisions using probability
Geometry	
Geometry Relationship between geometric figures, angle measures, area, surface area, congruence, similarity, coordinate geometry, Pythagorean Theorem	Geometry Congruence, similarity, transformations, right triangles, right triangle trigonometry, circles, proofs

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

At VAMS, students are not only learning the skills to become savvy consumers and producers of media, they are also developing the technological proficiency needed to thrive in a digital world. Through intentional and consistent integration of technology during Personalized Learning Time, our students are well-prepared for computer-based standardized assessments. Teachers and staff actively model the use of educational programs and support students as they engage with digital tools, reinforcing both technical skills and academic content.

To support this vision, VAMS has adopted several technology-based learning platforms and resources that enhance students' skills in reading, math, writing, and typing:

- Google Classroom and Google Apps: Students use Google Classroom to access class materials, assignments, and teacher feedback. They utilize Google Docs, Sheets, and Slides to write essays, complete assignments, track data in Math and Science, create

presentations, and collaborate with peers on group projects. These tools support digital literacy while building academic skills across content areas.

- i-Ready: i-Ready is an online platform for reading and math that provides personalized instruction based on diagnostic assessments. It provides adaptive diagnostic assessments that identify each student's strengths and areas for growth, enabling teachers to meet students at their individual levels and use data to drive instruction. In addition to supporting daily learning, i-Ready is also used as a summative assessment administered three times a year to measure growth and inform instruction.
- IXL: IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics. IXL was designed to meet the unique needs of each learner. The program was adopted to provide students with meaningful opportunities to engage in standards-based practice in both Math and ELA. IXL's standards-aligned curriculum supports teacher lessons and guides students toward mastery with adaptive skills. The program also helps educators to understand what students know and don't know and provides specific next steps to help every learner reach their potential.
- InnerOrbit – A science phenomena-driven assessment and reporting platform designed for science teachers to measure and support student mastery of Next Generation Science Standards (NGSS). It provides a bank of thousands of 3D-aligned questions scaffolded across multiple levels of rigor.
- Newsela – Newsela provides instructional content and an assessment platform that features thousands of real-world articles and videos adjusted across multiple reading levels. It allows teachers to assign the same real-world topic to an entire class while ensuring every student reads at an appropriately challenging Lexile level. Teachers model active reading strategies through the annotation tools and assess student learning with the embedded assessments.
- BrainPOP: BrainPOP offers engaging educational videos and activities that reinforce concepts in ELA, Math, Social Studies, and Science. Teachers use BrainPOP to introduce or review content in an interactive and accessible way.
- 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.
- Additional Technology Tools: In addition to the core platforms, students have access to a one-to-one Chromebook-to-student ratio, which allows for regular use of tools such as

online reading documents and podcasts. These applications support formative assessment, active learning, and creative expression in a tech-rich environment.

Through consistent exposure to these tools, VAMS students build the technological fluency necessary for academic success and future readiness.

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 Charter 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 Charter School staff member to monitor student progress and support engagement. These interactions are typically scheduled in advance in collaboration with families and Charter 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.

1.9: Comprehensive Course List

Course Name	Grade Level	Subject Area
ELA 5	Grade 5	English
ELA 6	Grade 6	English
ELA 7	Grade 7	English
ELA 8	Grade 8	English
ELD 1	Emerging ELD grades 5-8	Supplemental English Language Development

ELD 2	Expanding ELD grades 5-8	Supplemental English Language Development
ELD 3-4	Bridging ELD grades 5-8	Supplemental English Language Development
History 5	Grade 5	Social Science
History 6	Grade 6	Social Science
History 7	Grade 7	Social Science
History 8	Grade 8	Social Science
Math 5	Grade 5	Mathematics
Math 6	Grade 6	Mathematics
Math 7	Grade 7	Mathematics
Math 8	Grade 8	Mathematics
Algebra 1	Grade 8	Mathematics
PE 5	Grade 5	Physical Education
PE 6	Grade 6	Physical Education
PE 7	Grade 7	Physical Education
PE 8	Grade 8	Physical Education
Science 5	Grade 5	Science
Science 6	Grade 6	Science
Science 7	Grade 7	Science
Science 8	Grade 8	Science
Music	Grade 5 (All students), Grades 6-8 (Elective)	Visual/Performing Art (Elective)
Theatre	Grade 5 (All students), Grades 6-8 (Elective)	Visual/Performing Art (Elective)
Advisory	Grades 5 - 8	Homeroom/SEL

Course Descriptions can be found in the sections preceding this table.

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



Additional VAMS specific early dismissal & testing days (not specified on calendar):

- August: 12, 13, 16, 17, 19, 20
- September: --
- October: --
- November: 1, 2, 4, 5, 19
- December: 6, 7, 9, 10, 17
- January: 10, 11, 13, 14
- February: --
- March: 6, 7, 9, 10, 17
- April: --
- May: 8, 9, 11, 12, 15, 16, 18, 19
- June: 2

1.16: Sample Daily Schedules

Monday/Tuesday/Thursday/Friday (Regular Day)				
Schedule A (5th and 6th)				
	Start Time	Minutes	End Time	
Advisory	8:00 AM	50	8:50 AM	5
Period 1	8:55 AM	65	10:00 AM	2
Period 2	10:02 AM	65	11:07 AM	
Lunch	11:07 AM		11:47 AM	2
Period 3	11:49 AM	65	12:54 PM	2
Period 4	12:56 PM	65	2:01 PM	2
Period 5	2:03 PM	67	3:10 PM	
Dismissal	3:10 PM		3:40 PM	
	Total Minutes	387		

Monday/Tuesday/Thursday/Friday (Regular Day)				
Schedule A (7th and 8th)				
	Start Time	Minutes	End Time	
Advisory	8:00 AM	50	8:50 AM	5
Period 1	8:55 AM	65	10:00 AM	2
Period 2	10:02 AM	65	11:07 AM	2
Period 3	11:09 AM	65	12:14 PM	
Lunch	12:14 PM		12:54 PM	2
Period 4	12:56 PM	65	2:01 PM	2
Period 5	2:03 PM	67	3:10 PM	
Dismissal	3:10 PM		3:40 PM	
	Total Minutes	387		

Wednesday (Early Release Day)				
Schedule B (5th and 6th)				
	Start Time	Minutes	End Time	
Period 1	8:00 AM	50	8:50 AM	2
Period 2	8:52 AM	50	9:42 AM	2
Period 3	9:44 AM	50	10:34 AM	2
Lunch	10:34 AM		11:14 PM	
Advisory	11:16 AM	40	11:56 AM	2
Period 4	11:58 AM	50	12:48 PM	2
Period 5	12:50 PM	50	1:40 PM	
Dismissal	1:40 PM		2:10 PM	
	Total Minutes	300		

Wednesday (Early Release Day)				
Schedule B (7th and 8th)				
	Start Time	Minutes	End Time	
Period 1	8:00 AM	50	8:50 AM	2
Period 2	8:52 AM	50	9:42 AM	2
Period 3	9:44 AM	50	10:34 AM	2
Advisory	10:36 AM	40	11:16 AM	2
Lunch	11:16 AM		11:56 AM	
Period 4	11:58 AM	50	12:48 PM	2
Period 5	12:50 PM	50	1:40 PM	
Dismissal	1:40 PM		2:10 PM	
	Total Minutes	300		

5th/6th Regular Day - Student Schedule				
	CSUN	LMU	UCLA	USC
Advisory 8:00 - 8:50				
Period 1 8:55 - 10:00	ELD/Elective	Math	Science	Social Studies
Period 2 10:02 - 11:07	Science	ELD/Elective	Social Studies	ELA
Lunch 11:07 - 11:47				
Period 3 11:49 - 12:54	Social Studies	Science	ELA	Math
Period 4 12:56 - 2:01	ELA	Social Studies	Math	ELD/Elective
Period 5 2:03 - 3:10	Math	ELA	ELD/Elective	Science
Dismissal 3:10p - 3:30p				

7th/8th Regular Day - Student Schedule				
	CSUN	LMU	UCLA	USC
Advisory 8:00 - 8:50				
Period 1 8:55 - 10:00	ELD/Elective	Math	Science	Social Studies
Period 2 10:02 - 11:07	Science	ELD/Elective	Social Studies	ELA
Period 3 11:09 - 12:14	Social Studies	Science	ELA	Math
Lunch 12:14 - 12:54				
Period 4 12:56 - 2:01	ELA	Social Studies	Math	ELD/Elective
Period 5 2:03 - 3:10	Math	ELA	ELD/Elective	Science
Dismissal 3:10p - 3:30p				

5th/6th Early Release Day - Student Schedule				
	CSUN	LMU	UCLA	USC
Period 1 8:00 - 8:50	ELD/Elective	Math	Science	Social Studies
Period 2 8:52 - 9:42	Science	ELD/Elective	Social Studies	ELA
Period 3 9:44 - 10:34	Social Studies	Science	ELA	Math
Lunch 10:34 - 11:14				
Advisory 11:16 - 11:56				
Period 4 11:58 - 12:48	ELA	Social Studies	Math	ELD/Elective
Period 5 12:50 - 1:40	Math	ELA	ELD/Elective	Science
Dismissal 1:40 - 2:00				

7th/8th Early Release Day - Student Schedule				
	CSUN	LMU	UCLA	USC
Period 1 8:00 - 8:50	ELD/Elective	Math	Science	Social Studies
Period 2 8:52 - 9:42	Science	ELD/Elective	Social Studies	ELA
Period 3 9:44 - 10:34	Social Studies	Science	ELA	Math
Advisory 10:36 - 11:16				
Lunch 11:16 - 11:56				
Period 4 11:58 - 12:48	ELA	Social Studies	Math	ELD/Elective
Period 5 12:50 - 1:40	Math	ELA	ELD/Elective	Science
Dismissal 1:40 - 2:00				

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/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	Yes	106	387	56	300			16	390	178	54000	64062	10062
6	Yes	106	387	56	300			16	390	178	54000	64062	10062
7	Yes	106	387	56	300			16	390	178	54000	64062	10062
8	Yes	106	387	56	300			16	390	178	54000	64062	10062
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

1.18: If applicable, address the Early College and Middle College High Schools attendance requirements of Education Code Section 46146.5

This section is not applicable to VAMS.

1.19: Professional Development

VAMS provides robust, data-centered professional development to improve instructional practice and student outcomes. Professional development at VAMS is intentionally structured and data-informed to align to both school-site and organizational priorities. It supports our belief that strong Tier 1 instruction, rooted in high expectations and student-centered culture, is foundational to equity and excellence.

Professional learning at VAMS begins before the first day of school and continues throughout the academic year. To ensure that there is time for collaboration and skill building, PD is both job-embedded and scheduled during pupil-free days and early-release days. Structures include whole staff sessions, content area and grade level meetings, and differentiated support based on educator experience, role, and identified areas of growth.

Summer Leadership Development: In summer, the school leadership team members join capacity-building sessions led by Bright Star's academic and leadership teams. This learning is grounded in site specific data, organizational priorities, and anti-bias frameworks so leaders are prepared to provide high-impact, culturally responsive professional development for staff.

Teacher Leadership Development: Teacher leaders are trained to cultivate collective efficacy among their team and support student success. They apply their deep understanding of standards and content to advance teachers' practice and optimize student learning.

New Teacher Onboarding: Before the start of the year, VAMS's new teacher orientation introduces the Charter School's instructional philosophy, culturally responsive practices, schoolwide systems, and academic frameworks.

Organizational PD Launch: At our beginning of the year organization-wide PD, all educators, new and returning, participate in sessions focused on:

- Understanding grade-level content and standards
- Differentiating instruction for students with IEPs and Multilingual Learners
- Restorative practices and the tiered continuum of support
- Equity centered classroom management and building strong student relationships
- Supporting the needs of students historically marginalized in schools

Sessions are differentiated by content area, role, and focus area, allowing for targeted skill development and peer collaboration across Bright Star campuses.

Charter School Site Professional Development: In addition to network-wide sessions, VAMS hosts Charter School-specific PD that reflects site priorities and the lived experiences of the students and families we serve. Ongoing teacher PD cycles focus on rigorous lesson planning, vertical alignment, tiered systems of support and restorative practices, culturally responsive instruction, and inclusive academic practices. These sessions center student data and best practices and provide space for collaborative planning and practice.

Data-Informed Cycles: Professional development is informed by a range of data sources:

- i-Ready diagnostic data and CAASPP results
- Curriculum-embedded assessments and writing rubrics
- Student engagement & perception data (ex: Panorama surveys)
- Teacher observations, coaching data, and evaluation metrics
- Culture & Behavior Reports (ex: DeansList Reports)

Each data point is used to refine instructional practice, assess the impact of previous PD, and identify trends that guide the next cycle of support. After interim assessments, VAMS hosts pupil-free data days where staff analyze student achievement, behavior, and culture data. Teachers revise lesson plans, adjust student groupings, identify needs for intervention, and determine follow-up actions with families.

These cycles include:

- Reviewing and analyzing assessment and student work data
- Identifying student subgroups for targeted support
- Aligning instructional practices to address gaps in access or rigor
- Reflecting on classroom practices that promote engagement, voice, and belonging

Throughout the year, teachers meet regularly for collaborative planning, departmental learning, and interdisciplinary data reflection. These cycles ensure that professional learning is part of an evolving system of continuous improvement and shared accountability.

Focus Areas

Professional development includes:

- Standards-aligned instruction with an emphasis on depth of knowledge and conceptual understanding
- Curriculum mapping and lesson internalization to the State Standards
- Use of formative assessments and classroom level data to drive decisions
- Differentiation for Multilingual Learners and students with IEPs

- High leverage instructional strategies that promote cognitive engagement for all learners
- Creating safe, identity affirming, and academically rigorous classrooms
- Implementing and refining VAMS's Multi-tiered System of Supports

Ongoing Support and Coaching: In addition to workshops and collaborative planning, VAMS teachers receive ongoing feedback through regular coaching cycles and our Teacher Coaching & Evaluation framework. Instructional leaders, including Principal, Assistant Principals, Deans, and Content Leads, observe classrooms, co-plan lessons, and provide real-time, actionable feedback to ensure continuous growth. Each teacher is paired with a Charter School leader who is their consistent coach for the year.

Professional Learning Communities: Each staff member at VAMS is part of a Professional Learning Community where they participate in targeted professional development with colleagues who have similar roles. For example, there are separate PLC's for faculty, counselors, Charter School psychologists, and office staff. The PLC's meet approximately twice per month for focused staff development, collaboration and support.

The Charter School Leadership Team also participates in monthly role-alike Communities of Practice, where they refine their instructional leadership, study coaching frameworks, and learn from peer leaders across the Bright Star network.

Equity-Driven Delivery: Professional development is delivered by Bright Star instructional leaders, including the Vice President of Inclusive Education, Director of English Language Development, and Senior Leadership Team, in collaboration with the Charter School leadership team. Sessions are designed to reflect culturally responsive pedagogy, highlight student voice, and center the needs of historically underserved populations.

By intentionally structuring, personalizing, and grounding professional learning in equity and data, VAMS ensures that all staff are empowered to deliver rigorous, inclusive instruction that affirms students' identities and prepares them for success.

2026-2027 Professional Development at VAMS	
TOPIC	**DETAILS**
Powered by Compass Training	Based on a tailored scope and sequence by experience level with Compass, educators embark on differentiated training topics. Those include: • Level 1 = Brand New to Compass (follow recommended scope and sequence for new staff given by Valor Collegiate)

	• Level 2 = Some experience with Compass last year, but needs deeper training (follow recommended scope and sequence for returning staff given by Valor Collegiate) • Level 3 = Fully implemented Compass 1-2 years (follow recommended scope and sequence for returning staff given by Valor Collegiate with educator-selected options for differentiated sessions) • Level 4 = Over 2 years' experience with Compass (Turn-key sharing their experiences with the benefits of compass with the school community and engage in Community & Relationship Work Training) All staff do Compass Mini-Circle Practice Training Together
Anti-Bias Teaching Practices	Staff will receive ongoing professional development focused on recognizing, interrupting, and addressing bias within curriculum, instruction, and classroom culture.
i-Ready	Ongoing professional development sessions will include the following: ● New Educator: PD on the purpose and implementation of i-Ready diagnostics, MyPath, Personalized Learning Lessons, and understanding basic data, as well as expectations at a school site level. ● Intervention and Enrichment: To deliver targeted instruction and support, teachers will analyze assessment results and refine instructional groupings. They will explore i-Ready data and resources to plan and monitor interventions and enrichment activities, ensuring that every student's needs are met.
1:1 Coaching	Coaches will provide targeted support to help teachers refine their practices, such as setting clear learning objectives, using formative assessments, and creating a positive classroom atmosphere. This personalized, ongoing feedback fosters teacher reflection and growth, which in turn improves teaching effectiveness. As a result, students experience increased engagement and motivation, benefit from meaningful instruction and activities, and develop essential skills like critical thinking and problem-solving. Ultimately, this targeted professional development ensures that teachers are well-equipped to support student learning and

	achievement, creating a thriving educational environment for the 2026-2027 school year.
Content Cadres	Teachers will collaborate closely with content directors/leads to enhance curriculum understanding, refine lesson planning, advance content knowledge and development, and foster overall growth in their pedagogical skills. They take time to analyze comparative data and trends on student learning with common assessments and standards.
Collaborative Content Planning	Teachers will have dedicated, protected time to collaborate on lesson plans to enhance instructional practices and focus areas. Teachers collaborate with their content team teachers using protocols to analyze student work, provide feedback on content tasks and plans, and provide ongoing support in implementing content initiatives.
Communities of Practice	In addition to supporting VAMS teachers, Charter School leaders 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. This may look like training on best practices in co-teaching, UDL, or best practices in creating differentiated student-facing materials to meet student needs and IEP requirements. 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 aim to maximize the meaningful educational benefit that students yield from the implementation of their individualized education programs.
English Language Development	In collaboration with the ELD Coordinator for Bright Star Schools, VAMS delivers site-specific ELD PD. Teachers will learn the ELD standards and how to assess them; review expectations for students by proficiency band; and consider how ELD standards apply in relevance to curricular units. PD will include best practices in English Language

	Development classroom strategies and explore ELD supports embedded within curricular materials.
Deepening Standards-Based Instruction, Assessment & Grading	Based upon teacher experience, teachers will develop intentional practices in equitable grading, tethered to standards-based instruction. While new to VAMS teachers will learn the principles of standards-based grading and what it looks like in application, teachers who are more practiced in standards-based instruction will apply understandings of rubrics and proficiency scales to upcoming assessments.
Horizontal and Vertical Alignment	In each department, various teachers split grade level instruction. Teachers take time during department meetings and PLC time to align expectations, calendars, and assessments within grade levels and across grade levels. This ensures that students and teachers have a transparent, consistent roadmap for learning and progress in each subject area.
MTSS	VAMS has provided ongoing training for staff members in how to implement a Multi-Tiered System of Support. Our team explores how each tier of support is provided under current conditions at our Charter School, and how we can refine our approaches to meet student learning needs. We work as a team to clarify interventions that may be provided at each tier of support and use data to target key areas for focus. As part of our SSPT process, we review student progress information to plan interventions for individual students.
Co-Teaching	New teachers to VAMS will be guided in learning and implementing the tenets of Co-Teaching and its different models in Math and ELA at the start of the development year. VAMS teachers will have protected time with Co-Teachers in Math and ELA to review student data, plan upcoming lessons, and share feedback on previous lessons. Co-Teachers utilize curricular tools to plan accommodations, supports, and acceleration based on the Co-Teaching model and in response to student performance.

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 remain one of our top priorities.

According to our internal Human Resources data, over the past few years, Bright Star Schools has significantly improved teacher retention, increasing from 69% in the 2021–22 school year to 82% in 2024–25. This growth reflects our continued investment in teacher wellness, professional development, and creating the conditions for educators to build sustainable, impactful careers.

Comprehensive Recruitment Strategy

Our recruitment process is intentional and multi-faceted, designed to attract educators who reflect our community and share our values of integridad, ubuntu, kohyang, and growth mindset.

Digital & Social Media Outreach:

- We actively recruit through EdJoin, LinkedIn, Indeed, and NEMNET, with NEMNET serving as a key platform to attract and retain educators of color.
- Bright Star maintains a strong social media presence on Instagram, Facebook, and LinkedIn, showcasing our schools, staff stories, and open teaching opportunities.

Local Partnerships & Word-of-Mouth:

- Locally, we leverage word-of-mouth referrals, employee referral incentives, and advertisements in local education and nonprofit-focused job boards.
- We maintain a strong pipeline from Teach for America and participate annually in Charter School job fairs across Los Angeles.

University Recruiting:

- We recruit at major colleges and universities in the Greater Los Angeles area with credentialing programs, including Azusa Pacific University, Cal State Northridge, Cal State Fullerton, Claremont Graduate University, Loyola Marymount University, Pepperdine University, UCLA, USC, and other CSU campuses. As well as online credentialing programs such as Alliant University and National University.

National Recruitment:

- Bright Star recruits beyond Los Angeles, including Nevada, New Mexico, Northern California, and the Twin Cities, building a strong talent pipeline.
- We partner nationally with Teach for America, and alumni networks from universities and teacher preparation programs.

Innovative Teacher Pathways: Alder Teacher Residency

An innovative aspect of our teacher pipeline is our partnership with Alder Graduate School of Education. Through this residency model:

- Residents spend one-year co-teaching with a master teacher, earn a California teaching credential and master's degree, and engage in job-embedded learning.

In our first year, we hired 100% of residents, and in our second year, we hired 89%, with the remaining resident only unplaced due to lack of a credential-matched opening. This model strengthens our teacher pipeline, particularly for career-changers and community-based educators, ensuring we have high-quality, mission-aligned teachers ready for long-term impact.

Screening for Equity & Excellence

During interviews, candidates are screened for both content expertise and alignment with Bright Star's core values.

Interview questions assess cultural responsiveness, commitment to equity and inclusion, and the ability to reflect and grow.

Teachers must hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment or be enrolled in a state-approved pathway to ensure readiness to support student success.

Comprehensive Support & Professional Development

- Once hired, Bright Star ensures every new teacher has the tools and support needed to thrive: New Staff Professional Development Week introduces educators to our mission, vision, community, and restorative practices.
- Grade-band-specific training deepens understanding of standards and curriculum.
- Induction Program: All teachers with preliminary credentials are enrolled free of charge in the Greater Los Angeles Schools Induction Consortium, fully authorized by the California Commission on Teacher Credentialing.
    - In partnership with the New Teacher Center, high-quality mentors support new teachers with data-guided, standards-based inquiry cycles.
    - Collaboration between mentors and Charter School leaders ensures differentiated support tailored to each teacher's needs.

Our induction model is designed to graduate curious, persistent, and reflective teachers, well-equipped to maximize student learning outcomes.

Teacher Wellness & Retention

Bright Star Schools is committed to creating sustainable working conditions for teachers, helping them see education as a long-term career. Key retention strategies include:

- Additional family leave benefits beyond traditional policies
- Wellness supports like Class Pass, nursing pods for new mothers, nursing mini refrigerators, and semimonthly 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

VAMS 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 Charter 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), VAMS shall submit a certification to the District certifying it will either adopt and implement LAUSD's English Learner Master Plan or implement VAMS's own English Learner Instructional/Master Plan. For the 2026-2027 school year, VAMS will implement its own EL Master Plan. If VAMS 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 the California Alternate Assessments ("CAA") instead of SBAC
- Annual Language Classification/Status

EL 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

EL Monitoring, Evaluation, and Accountability

- Student Achievement Goals & Accountability
- Progress Monitoring
- Professional Development and Implementation of English Language Development strategies

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 Charter 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/Charter 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

Families 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, families 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

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 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.

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. The Charter School employs a site-based ELD teacher who provides ELD instruction. Students who are ELs receive designated support. 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 teachers implement a feedback cycle where they will co-lead professional development with their Charter School team, then individually follow up with each staff member to lead walkthroughs/observations. This ensures educators are implementing strategies correctly. In the interim, between meetings and observations, the complete list of professional development is accessible to educators on an intraorganizational 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 VAMSs student information system. ELs with disabilities must be assessed with the initial or annual ELPAC.

The results yield a three-part process for VAMS:

- VAMS 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. Professional development will focus on how teachers can support and accelerate student progress. For example, sessions may focus on ELD strategies and review individual student ELPAC results by domains. Teachers engage in regular one-on-one coaching on how to best implement these strategies and to analyze data to monitor progress.

Additionally, progress will be monitored in biweekly PLC meetings with ELD teachers to review reports and adjust analysis as needed.

The official ELPAC assessment results are provided to families 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. Families are invited to attend information sessions on the purpose of and how to prepare for the ELPAC. Families may request a meeting to discuss the assessment results.

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

VAMS 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, VAMS 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 ELD teacher. During the school day, a 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. EL students receive structured ELD classes that are leveled by grade and by proficiency during the school day. These classes follow a curriculum as well as pull from concepts from core curriculum for linguistic reinforcement. It is a small group setting, where students will be able to get more one-on-one support from the ELD teacher.

For example, with supporting curricula, students and their ELD teacher will go over note-taking skills, collaborative interactions, research skills, and other foundational skills for understanding middle school academic content. Students also work on the four domains, such as writing and reading skills by learning to close-read articles, how to cite evidence, understanding parts of words, how to use proper punctuation, and others. They also practice speaking and listening skills through tasks like formal and informal discussions, understanding register, and giving oral presentations. Students prepare for upcoming unit and ELPAC assessments by gaining experience with the assessment through example questions. Students are given supplemental work during instructional time for their general education classes that provides various modes for students to access the content.

Additional Support

Depending on areas of need, other technology supports have been incorporated, including access to programs which support English language proficiency, such as Rosetta Stone. Bright Star provides students with electronic dictionaries to improve their reading experience. Students are given access to universal tools, designated supports and accommodations during state testing whenever appropriate and possible.

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

The administrative team at VAMS is responsible for ensuring the quality and success of all instructional programs and reports on progress towards academic goals, including serving EL students. The Charter School site leadership team conducts regular classroom observations and provides feedback and coaching for all educators on integrated and designated ELD.

In addition, the administrative team works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores and the i-Ready progress of our English Learners. 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 Bright Star Schools internal Multilingual Learner Dashboard, which houses academic data for our EL students. This dashboard is used to inform VAMS 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, summative, and diagnostic 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 Charter School action plans focused on data-analysis, reflection, and adjusting the Charter School programming to increase student achievement and overall support.

Annual Language Classification/Status

Families 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

Families 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 Charter 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.

To evaluate the effectiveness of VAMS's EL program, the Charter 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.

Chart 1.12: MINIMUM CRITERIA TO BE CONSIDERED FOR RECLASSIFICATION

Measure	Performance Expectation
English Language Proficiency Assessments for California	Overall ELPAC Performance Level **4** or Alternate ELPAC Performance Level **3**
Teacher Evaluation	Approaching Standard, Grade of C or better in a grade-level English or ELD Course
Basic Skills Assessment	Standard Met or Standard Exceeded on the ELA SBAC Or An Overall Approaching Grade Level Performance Level or Higher on i-Ready Reading Diagnostic (grade 5-7)

	An Overall Two Grade Levels Below or Higher Performance Level on i-Ready Reading Diagnostic (grade 8)
Parent Consultation	Parent Opinion and Consultation
SSPT: Student Support and Progress Team	When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification except for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.

1.21g: Monitoring Progress of ELs and Reclassified

All ELs are monitored with the support of the Multilingual Learner Director to ensure they are making adequate progress based on formative data, curricular assessments, and i-Ready data. The ELD and 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 may receive adapted support during ELD class to support their needs, or are possibly referred for tutoring, extra in-class academic support by an instructional aide, and/or the SSPT process. Teachers also collaborate with the assigned Charter 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, Charter 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 Charter 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 grade level meetings to monitor recently reclassified students' progress based on 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/family 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 Support 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 Charter school leaders, counselors, teachers, and Charter School support staff. Additionally, the Multilingual Learner Director builds the capacity of school leaders to support the development of the Charter Schools' ELPI through reflective data analysis, strategic planning, and professional development for Charter 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 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 Charter School action plan to meet the needs of specific subgroups of students, including LTELs. Additionally, to monitor students throughout the year, VAMS uses i-Ready in the following ways:

- Monitor 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 Charter School site administrator to evaluate the supports by reviewing master schedules and conducting observations of the program to ensure the effectiveness of the provided supports and adjust programming as necessary.

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

1.22a: 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, VAMS is invested in working with students who are performing above grade level to ensure they are continuously challenged, supported, and provided with opportunities to accelerate their learning. As students progress through high school, this commitment deepens to include rigorous, differentiated pathways that specifically address the unique academic and developmental needs of high-achieving students. The following is our plan to support GATE students in 2026-2031. To ensure equitable access to advanced learning opportunities, VAMS utilizes a comprehensive, multi-faceted identification process. For students identified in earlier grades, the Otis-Lennon School Ability Test ("OLSAT") is administered to all 2nd-grade students enrolled at Bright Star Schools as a universal screener to support early identification and initiate further data review. High-performing students in grades beyond 2nd grade may also be referred to take the OLSAT based on demonstrated achievement patterns. These may include, but are not limited to, students who:

- Consistently perform more than one grade level above their current placement for two or more years, as determined by state-aligned assessments such as CAASPP and verified adaptive diagnostic systems like i-Ready.
- Earn 4 on standards-based rubrics grades in core content areas across multiple grading periods

High-achieving students will be referred for a Student Support and Progress Team meeting to carefully review academic, cognitive, and behavioral data as part of Gifted and Talented Education ("GATE") eligibility consideration. The SSPT will analyze the following:

- Standardized Test Scores: Performance on CAASPP, i-Ready, and other state or district benchmark assessments
- Teacher Recommendations: Classroom observations of intellectual ability, creativity, and advanced problem-solving skills.
- Parent Input: Parent-provided insights into the student's interests, strengths, and educational history.
- Charter School Performance: Report card grades and other academic records indicating sustained high achievement.

- Behavioral Assessments: Documentation of student behaviors that reflect curiosity, leadership, persistence, or social-emotional traits associated with giftedness.
- Work Samples and Portfolios: Evidence of advanced reasoning, creativity, and mastery beyond grade level expectations.
- Additional Assessments: If appropriate, specialized assessments that measure creativity, leadership, or specific talents.

A meeting involving the parent, counselor (or connector), and principal or designated Charter School representative will be convened to develop a tailored academic plan that documents specific goals, enrichment pathways, and acceleration opportunities for the student. Parents will also be informed about their child's strengths and the available high school programming options aligned with the GATE philosophy. VAMS is dedicated to providing rigorous, differentiated, and student-centered programming to ensure that high-achieving students continue to grow and remain engaged. Students identified through the above process will have access to:

- Individualized Work Folders: Customized folders will include accelerated assignments, extended projects, and enrichment tasks that address the student's goals and facilitate deep exploration of content.
- Sandra Kaplan's Depth and Complexity Framework: Assignments will be consistently modified using Kaplan's model to incorporate prompts and tasks that challenge students to think at higher cognitive levels, analyze from multiple perspectives, and connect concepts across disciplines.
- Cross-Curricular Projects: Students will engage in long-term, integrated projects with peers of similar ability levels, fostering collaboration, critical thinking, and the ability to apply learning in complex, real-world contexts.
- Customized Work and Extended Learning Opportunities: High-achieving students may receive differentiated tasks that align with their specific learning targets. Additional acceleration options will be available during before-school, after-school, Saturday sessions, and through independent study projects.
- Flexible, Enrichment-Focused Schedules: Students will be provided opportunities to pursue learning pathways that integrate college and career readiness through dual enrollment, internships, or specialized electives when appropriate.

1.22b: How VAMS Will Determine, Meet the Educational Needs of and Monitor the Progress of Gifted and Talented Students

VAMS is deeply dedicated to ensuring that high-achieving students consistently make measurable academic progress and receive the targeted support necessary to reach their full potential throughout their educational journey. In collaboration with teacher leaders, the Charter

School site administrative team at VAMS leads a comprehensive progress monitoring system specifically designed to track the growth and success of these students. This will include:

- Frequent Assessments: Weekly, interim, and annual assessments will be administered to measure student growth relative to individualized goals and to ensure students remain on a trajectory of academic acceleration.
- Ongoing Data Analysis: High-achieving student progress will be systematically reviewed during regular grade-level meetings, Charter School-based PLCs, and network-wide Bright Star Data Days.
- Disaggregated Data Review: VAMS will closely examine data by student subgroups to monitor equitable access, performance trends, and outcomes for high-achieving students across all demographics.
- Collaborative Communication Cycles: Continuous, transparent communication among parents, teachers, students, and administrators will ensure all stakeholders are aligned on student progress, achievement benchmarks, and any necessary instructional adjustments.

Individualized academic support plans will be revisited regularly through scheduled follow-up meetings to assess student growth, revise goals, and guarantee that students remain appropriately challenged with high-impact learning experiences.

High-achieving students at VAMS will benefit from robust differentiated instruction, including personalized learning pathways tailored to their unique learning styles, interests, and talents. This approach allows students to:

- Pursue advanced coursework at an accelerated pace.
- Delve deeply into topics of personal interest through independent study and research.
- Engage in collaborative, cross-curricular projects with intellectual peers.
- Access specialized enrichment opportunities, including local and national competitions, mentorships with field experts, and exposure to real-world learning experiences.

VAMS is committed to creating a learning environment that fosters critical thinking, creativity, and intellectual curiosity, enabling high-achieving students to thrive both within and beyond the traditional classroom setting.

To further enhance the support for GATE students, VAMS will develop individualized learning plans (“ILPs”) that reflect each student’s specific strengths, interests, and academic goals. These ILPs will guide the differentiation of instruction within general education classrooms and will outline:

- Accelerated pacing and compact curriculum options.
- Opportunities for independent, self-directed study and long-term projects
- Access to advanced placement, honors courses, and specialized learning experiences.

In addition to enriched classroom instruction, VAMS will offer a wide range of extracurricular enrichment activities including advanced academic competitions, project-based learning showcases, and mentorship opportunities with professionals in areas aligned to students' interests.

VAMS has also adopted a school-wide approach to professional learning focused on meeting the unique needs of GATE and high-achieving students. Staff receive:

- Ongoing professional development on effective differentiation strategies, the design of accelerated learning experiences, and methods to deepen academic rigor.
- Targeted training on data analysis techniques to support teachers in interpreting assessment data, identifying areas for enrichment, and making informed instructional adjustments.
- Regular collaborative data meetings to ensure progress monitoring is integrated into instructional decision-making and that support for GATE students are adjusted as needed.

1.22c-d: How VAMS Will Monitor the Progress of Gifted and Talented Students

An administrator at VAMS will be responsible for overseeing the progress and success of high-achieving students through the Charter School's robust data-driven systems. Principal or assistant principal will be the main point of contact regarding any GATE programming or questions. These students will be actively monitored via weekly assessments, interim benchmarks, and annual performance reviews. Progress data will be aggregated by subgroups and closely analyzed during grade-level meetings, PLC sessions, and Bright Star Data Days to ensure that instructional practices are effectively advancing this group of learners.

Through this comprehensive and responsive system, VAMS is dedicated to empowering high-achieving and GATE students to excel, pursue their passions, and access educational experiences that challenge them to reach their fullest potential.

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

1.23a: Identifying Students Who Are Achieving Below Grade Level

At VAMS, 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 through strategic coaching by administration. Teachers will be equipped with evidence-based teaching methods that cater to diverse learning styles and incorporate ongoing formative assessments to monitor student progress effectively. We are also investing in professional development and coaching supports to

strengthen our co-teaching and co-planning models between general education teachers and special education teachers. 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, VAMS 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, VAMS will implement Tier 2 supports. This may involve targeted interventions such as small-group instruction (SGI), School Student Support and Progress Team meetings with personalized learning plans, or additional instructional time focused on specific academic skills. Students identified as one, or more, grade level below in math and reading with also qualify for additional support, which may look like SGI during foundations blocks with their ELA and math teachers and/or after school with a paraprofessional or tutoring program such as Dynasty United Youth Association. Teachers and support staff will collaborate to analyze assessment data and identify students who would benefit from these supplemental supports.

In cases where Tier 2 interventions are insufficient to meet a student's needs, VAMS will provide Tier 3 supports. These intensive interventions may include Individualized Learning Plans, one-on-one tutoring, specialized interventions led by intervention specialists or counselors, and ongoing progress monitoring to ensure academic growth and success. Furthermore, VAMS is devoted 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. By strengthening our Tier 1 practices and pedagogy and implementing targeted Tier 2 and Tier 3 supports when needed, VAMS 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 Who Are Achieving Below Grade Level

As noted, VAMS consistently strives to meet the diverse needs of our students through a comprehensive, tiered system of support that strengthens Tier 1 instruction while providing targeted Tier 2 and Tier 3 interventions and services. This model begins with reinforcing Tier 1 practices to ensure all students receive high-quality, differentiated instruction in the general education classroom.

For students requiring additional support, Tier 2 interventions are delivered by classroom teachers and grade-level staff and include personalized strategies such as small-group instruction tailored to address specific academic needs. These supports are designed to close learning gaps through focused instruction and the development of personalized goals, as determined through their SSPT, which outline clear academic and/or behavioral goals and targeted strategies for improvement. To further enhance learning outcomes, VAMS incorporates specialized instructional materials and adaptive technologies—all while maintaining rigorous academic expectations.

When students need more intensive support, VAMS implements Tier 3 interventions, which may include embarking on the process of assessing eligibility for an individualized education plan. Upon eligibility, the IEP team would develop customized accommodations based on each student's learning profile. These supports may involve small-group tutoring, the use of assistive technologies, and access to specialized programs aligned with each student's academic and developmental needs. Progress is continuously monitored through data analysis to ensure effectiveness and to make adjustments as needed.

In addition to academic support, VAMS emphasizes the importance of addressing the whole child. Students receiving Tier 2 and Tier 3 services also benefit from social-emotional learning opportunities, access to school counseling, and participation in peer mentoring and support groups to foster well-being and personal growth.

If a student does not make adequate academic progress despite receiving Tier 1, 2, and 3 supports, and all general education interventions have been fully implemented, VAMS's SSPT may recommend further evaluation. This may include referrals for special education assessment, the development of a 504 Plan, or a review of the student's English Learner status. This collaborative process ensures every potential path is explored to provide appropriate support and accommodations for student success.

VAMS's commitment to student success is reinforced through ongoing collaboration among educators, support staff, families, and community partners. Together, we ensure each student receives the individualized support and resources needed to reach their academic and personal potential. Our instructional practices and support services are continuously reviewed and refined to meet the evolving needs of our diverse learners.

To further support students at the Tier 2 level without compromising rigor, VAMS implements a range of strategic interventions. These include targeted small-group instruction, flexible grouping based on continuous assessment data, differentiated assignments that maintain high levels of

complexity, and additional guided practice opportunities. These strategies are grounded in regular data review, teacher collaboration, coaching support, and strong family engagement, creating a cohesive and effective support system.

By integrating these multi-tiered supports, VAMS fosters an inclusive, data-driven learning environment where all students are empowered to thrive academically and grow personally within a responsive educational framework.

For more details about our personalized online learning tools, including i-Ready, please refer to Section 1.2b: Success of the Key Features of the Educational Program, which outlines our commitment to data-driven instruction and individualized student support.

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

At VAMS, we are deeply committed to supporting all students through a comprehensive, data-driven monitoring system. Utilizing tools such as curricular diagnostic assessments, CAASPP IABs and FIABS, and i-Ready, we conduct weekly, interim, and annual assessments to track student performance. Data is disaggregated by subgroups to identify trends and ensure equitable support for all learners.

VAMS closely monitors the progress of students identified to be below grade-level and ensures timely, targeted interventions are implemented. When Tier 2 support is needed, students may receive interventions such as small group re-teaching, differentiated instructional materials and strategies, guided sessions with Instructional Assistants, or after-school tutoring. These supports are carefully coordinated to address each student's academic needs and close learning gaps effectively.

The administrative team plays a key leadership role in this process by overseeing data analysis and ensuring interventions are tailored, monitored, and adjusted as needed. This collaborative framework—between administrators, teachers, and support staff—helps create a responsive learning environment where every student is given the opportunity to grow and succeed.

VAMS's commitment to continuous improvement is reflected in our regular review and refinement of instructional strategies based on data insights. By maintaining a strong focus on individualized support and academic achievement, we strive to ensure that every student, particularly those below grade level, has the resources and guidance needed to reach their full potential.

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. These consistently high rates highlight the need for Bright Star schools, including VAMS, to be purposefully designed to meet the specific needs of socioeconomically disadvantaged students. To support this population, our teachers and staff receive specialized training to identify symptoms and behaviors that may indicate a student is struggling with issues such as hunger, extreme poverty, or other family challenges that impact their ability to succeed in school. When such needs are identified, in collaboration with our Community School Initiative, VAMS ensures students have access to critical supports, including participation in the free or reduced-price meal plan, academic tutoring, and after-school programs as needed.

VAMS is committed to closely monitoring the progress of socioeconomically disadvantaged students. We maintain detailed assessment records and regularly analyze student performance data to ensure we are meeting the needs of this targeted subgroup, using benchmarks established by the CDE on state standardized assessments. In addition to providing academic support, we actively assist families who need help securing school uniforms or essential supplies such as paper, pencils, and backpacks. To meet these needs, VAMS engages in accessing grant funding, and community partnerships to support families who may otherwise struggle to afford these items.

To further support socioeconomically disadvantaged students, VAMS implements structural, programmatic, and curricular strategies that empower teachers to bridge academic gaps and promote strong achievement across all grade levels. Instructional methods and educational components are intentionally designed to address the specific challenges faced by this population. One of our most valuable resources is VAMS’s RAMP-certified counseling program, which offers comprehensive support to both students and their families. All VAMS counselors hold PPS credentials. These counselors work collaboratively with families to identify and connect them to community agencies that can provide essential services. Support may include securing no-cost or low-cost counseling services, assisting with applications for subsidized housing, or helping families access additional local aid programs.

Beyond academic and social-emotional supports, VAMS is dedicated to enriching students' lives through diverse learning experiences. Students participate in a wide range of activities and excursions that broaden their cultural awareness and provide meaningful life experiences. Faculty and staff accompany students on trips to destinations such as to Catalina Island, the National Parks, and Washington DC, which allows students to strengthen their connection to the

broader world at no or minimal cost for low-income families. Through these comprehensive supports, VAMS ensures that socioeconomically disadvantaged students receive the academic, social, and cultural opportunities they need to thrive.

1.24a: Identifying Socioeconomically Disadvantaged/Low Income Students

Identifying socioeconomically disadvantaged and low-income students at the 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 meal 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-price meals because the Community Eligibility Provision is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows all Bright Star Schools to serve breakfast and lunch at no cost to all enrolled students without collecting free or reduced-price meal applications. Our teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child's need for additional support, including issues related to hunger, extreme poverty, and individual family challenges in meeting their child's needs. Given that a significant portion of our student body comes from socioeconomically disadvantaged backgrounds, counselors will continuously monitor all students and identify supports, such as access to our free/reduced-price meal plan, socio-emotional counseling, tutoring, and after-school programs.

VAMS 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 VAMS Will Meet the Needs of Socioeconomically Disadvantaged/Low Income Students

Meeting the unique needs of socioeconomically disadvantaged and low-income students is a core commitment of our Charter School. We employ a multifaceted approach to address academic, social, and personal development:

- Targeted Interventions: Dedicated counselors, school psychologists, and educators collaborate to design and implement personalized tutoring, mentoring programs, and access to specialized educational resources tailored to individual learning needs.
- Enrichment Opportunities: Our curriculum and extracurricular activities, including cultural programs and workshops, are accessible to all students. These opportunities ensure socioeconomically disadvantaged students have equal access to enrichment, available during and after school to accommodate diverse schedules and interests. Some examples of Bright Star Enrichment programming include, but is not limited to:
    - After school programming: VAMS 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 hallmark 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 grade level appropriate activities (see section 1.2 for more information).

- Support Services: Through the California Community Schools Partnership Program we are able to create strategic partnerships with community organizations and service providers, we offer additional supports such as academic tutoring, health services, nutrition programs, and family engagement initiatives. This is pivotal in providing structural, programmatic, and curricular elements that enable teachers to bridge academic gaps and promote strong achievement across all grades, irrespective of socio-economic status.
- Comprehensive Counseling: Our counselors, all with Pupil Personnel Services ("PPS") credentials and some with advanced degrees like Master of Marriage and Family Therapy ("MFT") or Master of Social Work ("MSW"), collaborate closely with families. They identify and coordinate support services, such as counseling, housing assistance, and other family aid services, tailored to overcome unique barriers to learning.

This integrated approach ensures that socioeconomically disadvantaged students at our Charter School receive comprehensive support to thrive academically and personally, promoting equitable opportunities and fostering a supportive educational environment for all.

1.24c: Monitoring the Progress of Socio-Economically Disadvantaged/Low Income 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.
- Family Engagement: Ongoing communication with parents or guardians will be prioritized through regular progress updates, family-teacher conferences, and workshops. This collaboration ensures transparency and empowers families to effectively support their child's educational journey.

In addition, the Charter School integrates the Community Schools strategy to further monitor and 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 Foster Youth Students and Other Groups

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, Charter 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 Charter 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: VAMS' school community is designed to be supportive, ensuring that all students feel safe and valued. Staff undergo specialized training to maintain sensitivity and foster effective communication with students and their caregivers.
- Inclusive Opportunities: We provide a range of extracurricular activities, tutoring programs, and mentorship opportunities tailored to promote academic success and enhance social-emotional well-being for all students, including those facing challenging circumstances.

By integrating these approaches, our Charter School aims to empower foster youth, students experiencing homelessness, and other vulnerable student groups to thrive academically and personally.

1.26c: Monitoring the Progress of Foster Youth Students and Other Groups

The progress of Foster Youth and students experiencing homelessness are monitored by a Charter School site team including, the Counselor, a 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

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

i-Ready Diagnostics: i-Ready diagnostic assessments are a key component of the VAMS assessment program. These diagnostics are administered three times per year and serve as an anchor for instructional planning, intervention, and progress monitoring. i-Ready is an adaptive assessment that supports identifying performance levels in key domains by assigning an overall performance score and determining grade-level equivalency. i-Ready results provide detailed insights into each student's strengths and areas for growth in both reading and mathematics. Data from i-Ready is used alongside classroom performance to ensure instruction is targeted, equitable, and timely. i-Ready assessment cycles are given three times per year to help measure yearly progress. Students' initial performance on these assessments is used as a baseline against which we can compare year-end results and through which we measure longitudinal academic growth from year to year. In this way, the Charter School can accurately interpret the results of these tests and the effectiveness of instruction during the year. The data provided by this assessment allows us to accurately monitor student achievement and progress.

Informal Assessments for Real-Time Feedback

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

- Think-Pair-Share
- Turn and Talk
- Equity Sticks
- Quick writes

- Whiteboard response checks
- Exit Tickets
- Peer and self-assessments using proficiency scales, rubrics or criteria

These tools allow for in-the-moment instructional decisions and ensure that learning objectives are being met before moving forward. Teachers adjust instruction in real time to address misconceptions, reteach skills, or extend learning opportunities based on this formative feedback. Teachers also engage in regular data analysis cycles to review results, reflect on instructional effectiveness, and plan for next steps in reteaching, enrichment, or intervention.

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

Subject-Specific Summative Assessments: Summative assessments, such as performance tasks, standards-based writing benchmarks, and end-of-unit assessments, Interim Assessment Benchmarks (IABs) at VAMS are used to evaluate overall mastery and are entered as grades, available to students and families online and in periodic progress reports and report cards. Valor Academy students also demonstrate their mastery of content standards at the culmination of each semester through final exams. The objective of the exams is to confirm that students have, indeed, mastered the standards required and will be able to meet all statewide standards (required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.") Assessments are designed to be an equitable process that best demonstrate a student's mastery of the targeted standards. When not provided by the Bright Star Schools ("BSS") mandated curriculum, instructors have agency to design their assessments as they see fit to adequately demonstrate standard(s) mastery. All assessments are reviewed by administration and within content teams and must meet their approval before being delivered. Assessments are often created from item banks from curriculum providers or sources provided by Bright Star Schools for their rigorous alignment to standards and depth of knowledge application. Other assessments are directly pulled from the provided curricula. These Subject-Specific Summative Assessments are all analyzed using the Data Analysis Protocol as described in section 1.2.

Subject-Specific Unit Assessments: At the culmination of each academic unit, instructors are responsible for creating or compiling course assessments. As with final exams, instructors have access to item banks that meet grade appropriate, standard-aligned rigor. Many BSS provided curricula provide end of unit assessments that instructors adopt. These assessments inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught. Teachers plan these assessments within their own lesson

plans and the standards they have recently taught. At the beginning of the planning year, teachers get together to create common subject-matter assessments so that the assessments are consistent throughout the Charter School. Unit assessment data not only confirms the acquisition of grade level standards, but also allows teachers to identify gaps in learning that can be re-addressed in upcoming units as well as targeted for focus in study sessions ahead of final exams. Wrong answer data also allows instructors to refine their lesson plans for following years, ensuring that every year of teaching brings further professional growth to the instructor.

Subject-Specific Formative Assessments: The primary purpose of formative assessments is to ensure that lesson objectives are being met and to develop rapid responses to misconceptions. While VAMS's grading policy states that teachers must enter a formative assessment once per academic week, instructors are trained to gather formative data constantly during instruction and to be responding and making decisions in the moment. Commonly graded formative assessments include, but are not limited to exit tickets, class work, quizzes, homework. Commonly used, but unrecorded formative assessment includes but is not limited to, checks for understanding, turn and talk responses, classroom circulation and monitoring, review games and digital polls.

Gradebook Analysis & Report Cards: Although information on student academic performance is available to families in real time through parent portals to our student information system, Aeries, formal Report Cards are published quarterly, with the two end of Semester report cards representing finalized grades. If a student is failing multiple classes, Tier 2/3 supports may be triggered through a formal collaboration between the counselor, teachers, family, and other relevant stakeholders within an SSPT. Internally, gradebooks are analyzed four times per year to look for trends in data. These gradebook analyses seek to find the distribution of grades and respond accordingly. The analyses also identify students who require early intervention, so that grade recovery is achievable.

Social Emotional Surveys: As part of our commitment to a "Whole Student" learning approach, as described in section 1.2b, and in assessing the impact of our work on school culture, particularly around restorative practices, all Valor Academy students take a survey in the beginning and end of the year to determine baseline and progressive growth on various social emotional benchmarks. Educational achievement is more than a function of whether relevant materials were presented to students; achievement is often a function of a student's outlook on themselves and their environment. To maximize student outcomes, Bright Star Schools is committed to gathering data and adjusting practices in reflection of this data to ensure student socioemotional climate is ideal for nurturing learning. During analyses, a student's SEL data is compared to grades and summative assessments that depict a larger picture of the student's abilities and status as a Valor Academy student. Positive ratings are expected to rise yearly from Fall to Spring.

2-3.6: Data Analysis and Reporting

VAMS will use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students meet statewide performance content standards, the Principal and Assistant Principals oversee the collection and analysis of assessment data. Multiple forms of data are gathered to draw a clearer picture of student attainment of learning objectives as well as pinpointing the existence of and reason for significant learning gaps.

2-3.6a: Type of Data Used

VAMS uses a wide range of academic, behavioral, and demographic data to drive decision making and improve student outcomes. Intentional systems are in place to ensure that data collection, analysis, and reflection are ongoing processes at every level of the Charter School. To monitor progress toward statewide performance standards and ensure equitable access to grade level learning, the Charter School leadership team oversees the collection and use of multiple data sources through our student information system.

The types of data used at VAMS may include:

- i-Ready Diagnostic Data: Administered three times annually, these adaptive assessments in reading and math provide baseline data, track growth, and inform instruction and intervention at the individual, class, and grade level.
- Curriculum-Embedded Assessment Data: Collected from standards-aligned assessments within the adopted curricula, these data points reflect student mastery of core content. Results are analyzed regularly to adjust pacing, plan small group instruction, and ensure support for students with IEPs and Multilingual Learners.
- Writing Performance Data: Writing is assessed across content areas, including ELA, Science, and History. Tasks are scored using rubrics to evaluate argumentation, evidence use, and clarity of reasoning. CER writing is a consistent data point for interdisciplinary literacy.
- CAASPP Data: State testing results are reviewed annually to identify trends in achievement across subgroups, determine claims and targets needing support, and track longitudinal growth by cohort and student.
- Report Card and Grade Data: While grades are available online for families at all times, Weekly Reports and Quarterly Progress Reports or Report Cards use a 1 through 4, standards-based grading scale to assess student progress toward grade-level standards. Students earning a 3 (Meets Standard) or 4 (Exceeds Standard) are considered On Target for promotion, while those receiving a 1 (Below Standard) or 2 (Approaching Standard) are identified as Not Yet On Target. This data informs academic conferences, targeted intervention plans, and ongoing progress monitoring cycles to ensure all students receive the support they need to achieve grade-level proficiency.

- Attendance and Behavior Data: Daily attendance and behavior logs are monitored by grade-level teams and the MTSS team to identify students in need of social-emotional or behavioral support.
- Panorama Survey Data: Student and family perception data are collected and analyzed to monitor school climate, belonging, and engagement, which inform both instructional and cultural improvement efforts. Together, these data sources provide a comprehensive view of student performance and progress. VAMS prioritizes using this data to foster equity, drive culturally responsive instruction, and ensure every student is supported in reaching academic excellence.

VAMS uses intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met State Standards, the Principal and their Charter School leadership team oversee the collection and analysis of assessment data.

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

At VAMS, data is used systematically to drive instructional decisions, identify student needs, and improve both teaching practice and curriculum design. The Charter School leadership team collects, disaggregates, and compiles data across multiple dimensions, including by student, classroom, and grade level cohort. Special attention is paid to student subgroups, such as students with IEPs and Multilingual Learners, to ensure equity in academic support. Flexible groupings high, middle, and low are formed based on data analysis using a comprehensive data template. Teachers engage in regular reflection on Interim Assessment Benchmark results and use these reflections to create action plans targeting the whole class, small group, and individual needs. Following each Interim Assessment cycle, teachers meet with their coach (usually a school site administrator) to conduct deep data dives.

These sessions allow for structured planning aligned to student outcomes and data-driven instruction that allow:

- Teacher Reflection: Review of student performance compared to expectations, instructional priorities, and identification of student strengths and gaps
- Standards Mastery Analysis: Disaggregation of mastery data by class, small group, and individual students, including an error analysis and an instructional response plan
- Instructional Re-Teaching Plan: A six-week plan outlining strategies for whole class reteaching, small group interventions, and individual student support.

In addition to the CAASPP-aligned interim assessments, VAMS utilizes i-Ready standards mastery assessments. This assessment tool offers timely, standards-based data that is reviewed during grade level and content team meetings to ensure responsive instruction. Data is reviewed

at multiple levels (cohort, classroom, and individual student) to maintain a student centered and equity driven focus. The outcomes of data analysis drive multiple areas of instructional planning, including:

- Identifying standards or skills for whole class reteaching
- Planning differentiated support for small groups based on specific skill gaps
- Targeting individual students for 1:1 support from teachers, peer tutors, or intervention staff
- Determining which students need intensive remediation and tutoring services
- Adjusting small group composition based on performance data
- Highlighting curricular weaknesses that should be revised in future units or school years for improvement
- Identifying professional development needs for staff based on trends in instructional gaps

Teacher analysis of Interim Assessments consists of three parts:

1. Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses;
2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern;
3. Details for instructional plan for re-teaching, including accommodations and strategies for students with disabilities and multilingual learners.

District Support and Data Collection consists of four parts:

1. The maintenance of the internal Bright Star data dashboard, where administrators can access, review, and analyze scores after each benchmark to predict performance indicators on California School Dashboard.
2. Provide opportunities to view and compare longitudinal data for summative assessments such as i-Ready, CAASPP IABs, and Summative CAASPP.
3. Collaborating to review and compare summative data alongside gradebook scores from teachers, thereby analyzing both formative and summative marks.
4. Facilitate data analysis cycles to support teams in utilizing the most current data to provide just-in-time scaffolding and differentiated intervention and acceleration.

These action plans are living documents revisited frequently during PD sessions, grade-level planning meetings, and coaching cycles. This ensures students are making adequate progress toward grade level mastery and allows for real-time instructional adjustments. Ultimately, assessment data is not only used to respond to student needs in the short term, but also to evaluate the overall effectiveness of VAMS's academic program. Trends and patterns from

multiple data sources are used to make informed decisions about curriculum adoption, instructional strategies, and schoolwide professional learning.

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

VAMS utilizes a continuous cycle of data collection, analysis, and reflection to monitor and improve its educational program and overall operations. Charter 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 Bright Star Schools executive leadership team evaluates data at the Charter 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 Charter 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: The Role and Use of Data to Inform Stakeholders of Charter School Performance

VAMS 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 Charter 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 (ww.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

Number Scale	Proficiency Level	Descriptor
3.5-4.0	Exceeds Standard	Student has mastered standards above grade level in an independent and consistent manner
2.5-3.4	Standards Met	Student has understanding of the standards at grade level in an independent and consistent manner
2.0-2.4	Approaching Standards	Student partially meets the standards and can meet grade level expectations with supports
0-1.9	Below Standards	Student does not meet grade level expectations at this time, even with support

2-3.7b: Type and Frequency of Progress Reporting

1. School-wide Annual Report of Progress:

VAMS prepares for students, families, the community, the District and Bright Star Schools 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 here: https://brightstarschools.org/Compliance;
b. Principals prepare weekly to biweekly newsletters to staff and families, aligned to with reposts on progress, as well as pertinent information and events for families;
c. Bright Star Schools similarly distributes monthly communication for external purposes for our community and interested sponsors at large;
d. Our Lead Executive Officer (LEO) or a designee prepares reports for the Board on a monthly basis;
e. Bright Star Schools provides monthly internal reports for VAMS which include relevant demographic data (e.g. suspension rate and ADA) and Academic Performance on both external standardized assessments and internal data measures.

2. Individual Student Progress Reporting & Communication:

Families receive progress reports at the end of each quarter and parent-teacher conferences are held two to three times per school year (for example, near the end of the quarter 1, quarter 2, and

quarter 3). A semester report card is issued at the end of the fall and an end of year report card is issued in the spring.

Every effort is made to identify students who are not yet on target early in the fall. The Student Data Coordinator provides the Charter School leadership team with a demographic data report. This report includes a summary of teacher gradebook data, including that the gradebook has been updated with at least one summative, standards-based grade per week and 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.

As a part of our focus on grade level mastery, students are provided opportunities to retake assessments. Additionally, as part of our MTSS, students may be provided with other methods to demonstrate mastery, and/or interventions such as small group instruction, tutoring or study aides. An SSPT may also be called by the Charter School's leadership team. Teachers meet throughout the year in grade level teams as part of a Professional Learning Community to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and the Charter School's leadership teams. This collaboration improves communication within the school community, and allows the Charter School to more effectively communicate with households.

2-3.7c: Promotion/Retention Policy and Procedures

Each year's promotion and retention requirements are published and distributed via the Family and Student handbook.

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 a strong system of supports, 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 Charter 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 Charter 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.
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

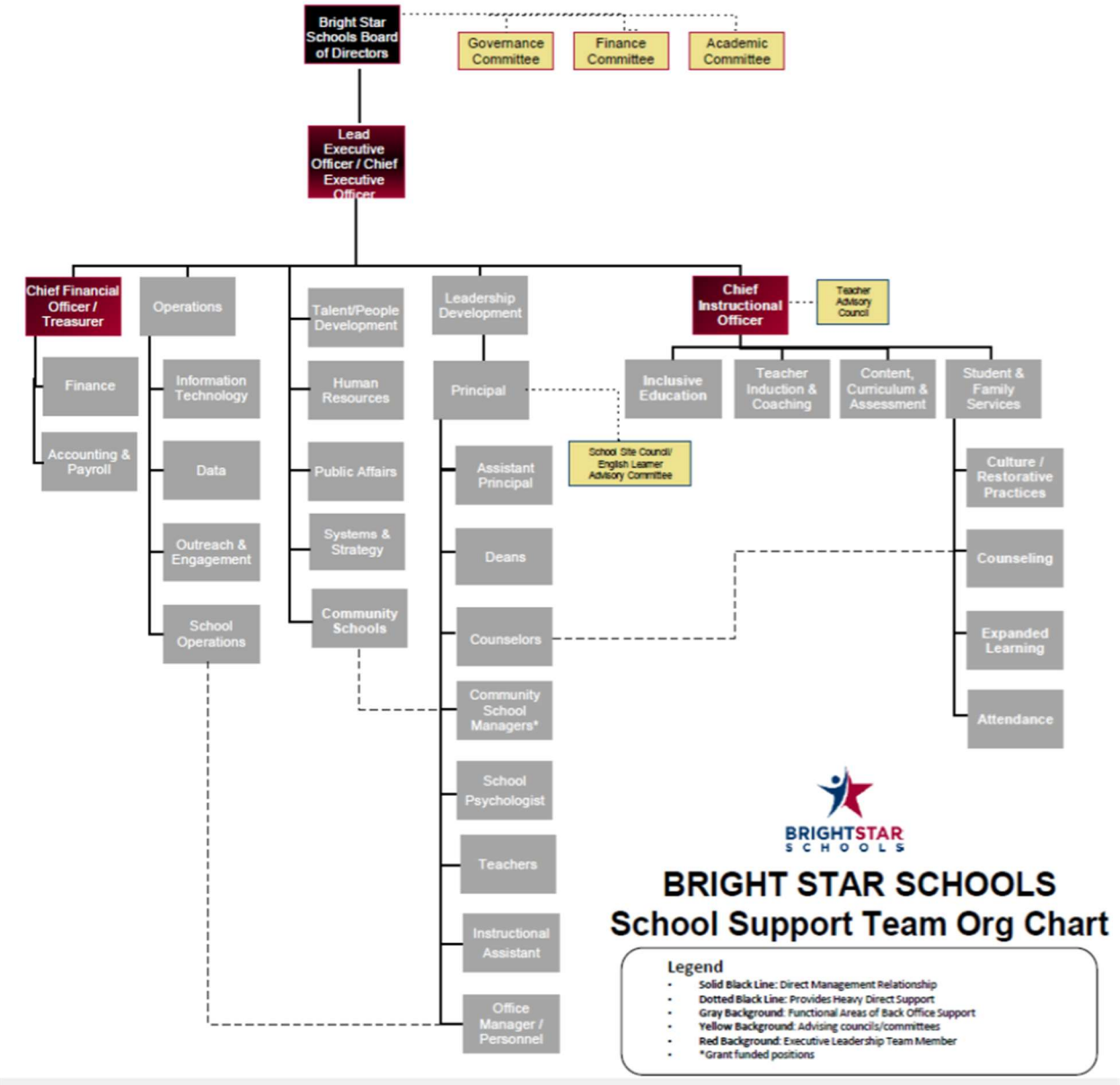
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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 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") standards18 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.

18 Set primarily by the Financial Accounting Standards Board (FASB)

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 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 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 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 Charter 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. The 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 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. Pursuant to state law, Board members will also complete Mandated Reporter training.

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.

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 Charter 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

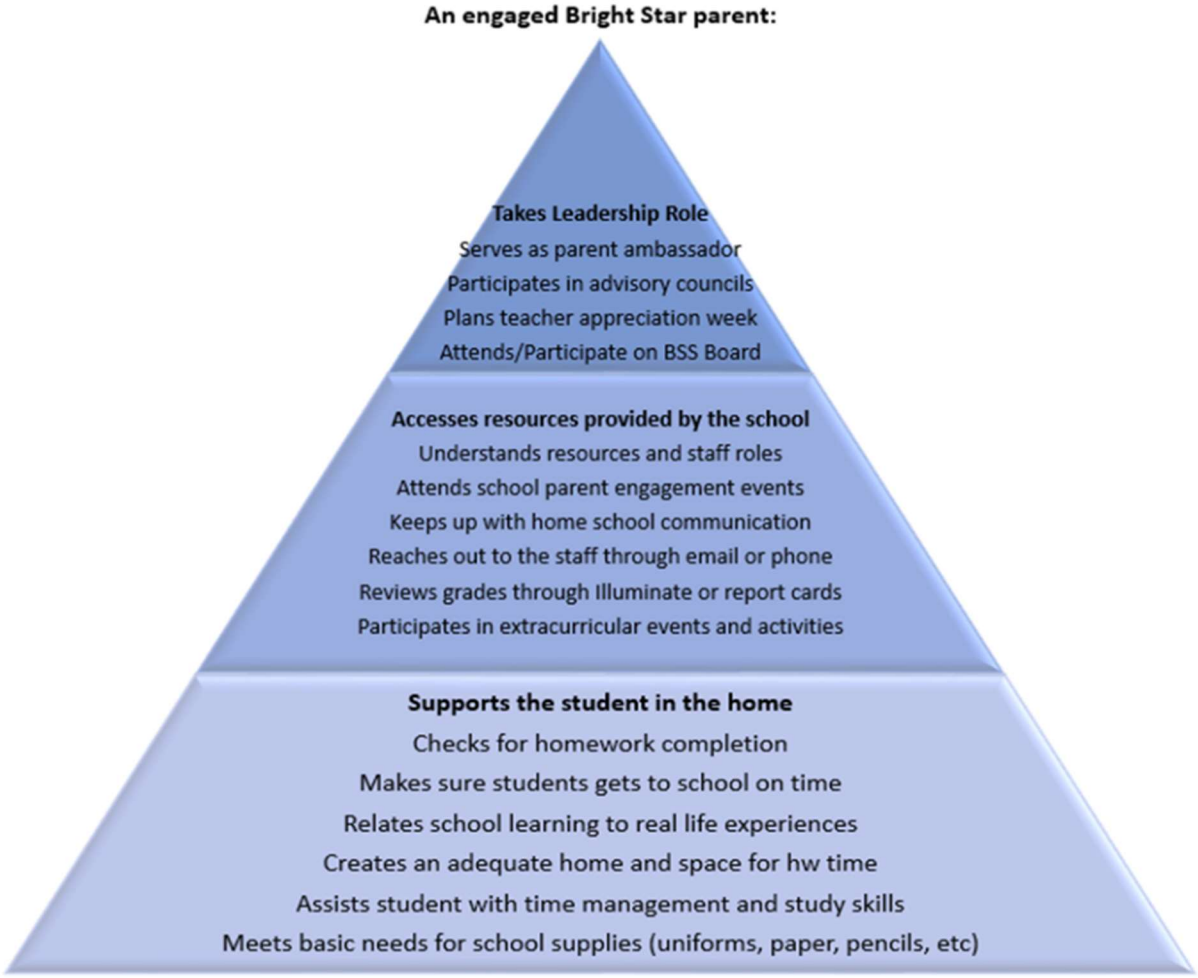
Parents and families can follow Charter School updates and access resources (such as public documents, agendas, schedules, etc.) at both the brightstarschools.org website and on our active social media channels. In addition, the Charter School utilizes a system of communication for families called ParentSquare. 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 School organization. We understand that not all families can take a leadership role as a parent ambassador or participate in advisory councils. Nevertheless, we share all opportunities with all families so they can be involved in their availability and desire. As described in the triangle graphic below, an engaged Bright Star parent can show it by supporting the student in the home, accessing resources provided by the 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, comdisability, 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 Charter 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 Charter 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

Performance Responsibilities (include but are not limited to the following):

Organizational Leadership & Strategy

- Lead and implement Bright Star's short and long-range strategic planning efforts and maintain the multi-year financial model. In partnership with the Lead Executive Officer, 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 Charter 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 ("SVPO") is a key executive leader responsible for overseeing and optimizing the operational functions of our Charter School. Reporting directly to the LEO, the SVPO ensures that all operational processes align with the Charter School's mission and strategic objectives, supporting a high-quality educational environment.

The SVPO will lead and manage all aspects of the Charter School's operations, including facilities management, technology, transportation and safety, as well as family engagement and enrollment efforts. This role involves developing and implementing operational strategies that drive efficiency, enhance service delivery, and ensure compliance with regulatory requirements. The SVPO will collaborate with other senior leaders to ensure that operational systems support academic success, school safety, and organizational growth. They will also be responsible for risk management, vendor relationships, and the continuous improvement of operational processes to foster a safe and effective learning environment.

Required Qualifications:

- Outstanding attention to detail and willingness to get the job done.
- Able to communicate and interact effectively with multiple stakeholders.
- Excellent organizational, planning, and implementation skills.
- Able to multi-task and work in a fast paced entrepreneurial environment.
- Able to meet deadlines with minimum supervision
- Should be customer service driven
- Knowledge of MS Office (Word, Excel, Outlook) and Google Suite Products
- This position will require reliable transportation in order to travel between school sites.
- Bachelor's degree.
- 5+ years of work experience.

Preferred Qualifications

- A master's in Business Administration ("MBA"), public administration, educational leadership, or a related field is preferred.
- Previous experience in public and/or charter schools is preferred.
- Ability to communicate in Spanish.

Responsibilities (include, but are not limited to):

Department Oversight

- Provides coaching and support to Charter 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

Charter 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 Charter 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 Charter School site administration to develop strong classroom management strategies and professional development opportunities for staff and teachers.

Required Qualifications and Experience:

- Bachelor's in Education, Social Work, Psychology, Public Administration, or related field;
- 10+ years in education or social services; senior leadership; program development and management.
- Develop long-term vision; anticipate trends.
- Understand and support student and family challenges.
- Design effective programs; embrace new ideas.
- Focus on outcomes and improvement.
- Adaptable and calm under pressure.

Preferred Qualifications:

- Master's degree in educational leadership, social work, counseling, or related field is preferred.

- Relevant certifications are advantageous.

Duties and Responsibilities

- Coordinates and facilitates school based services with outside agencies and organizations- these may include counseling, tutoring, health services, extra-curricular or after school activities.
- Creates and ensures sound procedures and best practices for academic, social, emotional and college and career counseling.
- Serves as a general resource in matters relating to student discipline.
- Plans, conducts and organizes a variety of staff development opportunities related to child welfare, student discipline, attendance, and school safety.
- Guides, directs and advises in serious discipline issues including student suspensions and expulsions.
- Assists with the evaluation and implementation of effective wrap around services for at-risk students
- Provide direction in preventing dropout rates through appropriate consultation with Counselors and administration.
- Work with the Chief Instructional Officer and Charter School Site Administration to create programs and initiatives to increase family involvement in the Charter School.
- Develop and help coordinate parent and Charter School activities, to improve communication between the Charter School and families.
- Act as a liaison/moderator between parents and the Charter 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 Charter School.
- Work with the leaders of the parent group to define annual goals
- Work with the Charter 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 Charter 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 Charter School leaders in Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 iReady, 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 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 Charter School's organizational health.
- Leads positive and productive Charter 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 Charter School community are engaged and valued.

- Follow Bright Star Schools' toileting policies and protocols if working with TK and Kinder students

Ensure Continued Success & Partnerships

- Leads External Communications including relationships with our parent community, LAUSD, neighbors & community, LACOE, CDE, USDOE. Gather information and publish weekly teacher bulletin, biweekly parent newsletter, or monthly Board Dashboards and other requested reports.
- Lead proactive student and staff recruiting. Conduct information and orientation sessions.
- Ensure successful execution and monitoring of daily attendance reporting and ADA reports, including reports on attrition, expulsion, and re-enrollment.
- Work with families as partners
- Oversee Charter 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 Charter 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 Charter 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 Charter 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 Charter 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:

<u>Student Culture</u>

- 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 Charter 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 Charter 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 Charter 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 Charter School's leadership team to align operational strategies with the Charter 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 Charter 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 Charter 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 Charter 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 Charter School operations budget codes

- Charter 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 Charter 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 Charter 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 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 Charter 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 Charter 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 Charter 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 (CTC) certificate, permit, or other document required for their certificated assignment
- Candidates with an intern credential are also considered
- Hold a valid California Education Specialist Instruction Credential with the appropriate specialty area and/or authorization based on the needs of 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 Charter 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, Charter 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, Charter 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 Charter 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 Charter School site principal on a weekly basis
- Collaborate with Charter 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 Charter School team
- Perform other related duties assigned on site during Charter School hours (generally 7:30-4:30 but may vary by Charter 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 Charter 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 Charter 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 Charter 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
- Charter 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 orderly, including the main office, copier/supply area, reception area, and first aid equipment.
- Charter 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
- Charter 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 Chater 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 Charter 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 Charter 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 Charter 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 Charter School plan
- Manage day-to-day operations of the CCSPP programming, which includes managing partnerships & site plans, coordinating resources, and evaluating the program strategy's effectiveness
- Work in partnership with the School Support Team leaders to collect relevant information and data for grant reporting
- Collaborate with the Community School Managers from other campuses, alongside the leadership from the School 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 Charter 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 Charter School
- Facilitate an awareness of needs and trends within the community

Data-Informed Decision-Making

- Conduct a needs assessment by working with Charter School administrators, teachers, partner agencies, parents and students to identify barriers to learning, available resources, and gaps in services
- Manage the Charter 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 Charter School to external partners

Campus Support

- Participate in in-person programming and activities offered at the Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 multi-language learner students, as well as Korean if it has been identified as a likely need for the community. Our recruitment materials also specifically list how our small school environment is great for English learners and are printed with English and Spanish translations by default.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each 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%[19] 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.

19 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.

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 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.[20]
b. Siblings[21] 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 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

20 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.
[21] For the purposes of Enrollment Preferences, "sibling" shall be defined as a biological sibling or a child who has the same guardian

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 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 Charter 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 Charter 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 Charter 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 Charter 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. 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.
3. Enrollment Packet Submission: Within two weeks of receiving a seat offer, the student's family should submit their enrollment packet to the Charter School.
4. 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 Charter 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 that 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 Charter 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 value-based system to develop and promote positive student behavior and supports. These supports include school-wide positive behavior incentive programs, in which students earn what are called "Merits" for living out the Valor Commitments including Be Safe, Be Brave, Work Hard, Be Inclusive, Seek Diversity, Be Thoughtful, Be Kind, and Be Accountable. These merits can be redeemed for items like school supplies, school merchandise, and small trinkets daily in the student store. Community-building activities and relationship-building practices occur at all grade levels through bi-weekly grade level assemblies in which students are recognized for exemplifying the commitments, school-wide festivals at the end of each quarter, and through the Valor Cup, a year-long competition between homerooms based in the Valor Commitments.

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.

All counselors and administrators at VAMS have received extensive training in leading restorative practices, including community-building and harm-repair circles. These practices are embedded into their daily work with students and serve as a core strategy for addressing conflict, repairing harm, and fostering a stronger sense of community. Staff are also offered ongoing professional development in restorative justice through on-site and external workshops. These trainings explore both the theory and application of restorative justice in schools, equipping educators to shift from punitive discipline to relational accountability.

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.

Restorative Practices and Consequences may include, but are not limited to:

- Restorative Projects
- Restorative Panels
- 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
- Referrals to community-based programs that offer youth services or supports
- School-based mental health counseling through partnerships such as Didi Hirsch Mental Health Services and Antioch University of Los Angeles Counseling Center
- Push-in behavioral support from campus support staff
- Documentation of the restorative practices used for home communication and tracking of behavior
- Behavioral counseling
- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at Charter 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 Charter School or during a home visit
- Formal restorative conferencing
- Suspension (for an offense enumerated below)
- Expulsion (for an offense enumerated below)

Any student who engages in repeated violations of the Charter School's behavioral expectations that cannot be dealt with through counseling and other tiered intervention strategies, will be required to attend a meeting with the School Principal or designee and the student's parent/guardian. Such tiered interventions for behavior may include, but are not limited to, Ripple Effects (a social and emotional learning and behavior intervention online platform), small group counseling, one on one counseling, or targeted behavior interventions. The Principal or designee will prepare a specific, individual behavior contract outlining future student conduct expectations, timelines, supports and consequences for failure to meet the behavior expectations which may include, but are not limited to, suspension for offenses enumerated as suspendable below. Behavior contracts are consistent with provisions in this petition, applicable District policies, the School Climate Bill of Rights and all applicable law and may be implemented.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Charter School staff are trained in and annually review de-escalation strategies for students at the Charter School. Frequently, staff participate in professional development focused on teaching, communicating and practicing the Charter School's discipline policy to ensure Charter School practices are consistent. These strategies focus on developing relationships with students, restorative practices, identifying and avoiding triggers for undesirable behavior (when possible), and safely stabilizing students through de-escalation techniques who have been triggered. Means of restoration following enforcement of consequences commonly used to build community and/or restore relationships are:

- Providing opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained Professionals
- Provision of any number of resources or referrals to community based organizations offering youth programs or supports
- Opportunities for school-based counseling through our partnerships with community-based organizations.

At the Charter School, student behavior data is monitored through a software program, DeansList, which is customized by the Principal or the Assistant Principal as a designee of the 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 the Assistant Principal as a designee of the Principal, 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 Schol'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 Charter 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 Charter School officials or Charter 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 Charter 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 Charter School and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the 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 Charter 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 Charter School activity or Charter School attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from Charter School; c) during the lunch period, whether on or off the Charter School campus; or d) during, going to, or coming from a Charter 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 designee 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 Charter School property or private property, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal Charter 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 Charter 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 Charter School officials and/or Charter 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 Charter 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 Charter 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 Charter 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 Charter School site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the 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 Charter 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 Charter 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 Charter School employee, with the Principal or designee's concurrence.

w. Assault or battery, as defined in Penal Code sections 240 and 242, upon any Charter 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 Charter School employee, with the Principal or designee's concurrence.

    b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 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 designated Assistant 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 designated Assistant Principal. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Principal or designated Assistant 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 Charter 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 designated Assistant 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 designated Assistant 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 designated Assistant 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 designated Assistant Principal. 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 Expulsion 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 Office 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 sub quorum 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 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 in 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 Charter 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 Middle School
c/o Principal
9034 Burnet Avenue
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 Middle School
   c/o Principal
   9034 Burnet Avenue

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 Middle School (also referred to herein as "VAMS," "Valor Middle," "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 Middle School
c/o Principal
9034 Burnet Avenue
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 Middle School
   c/o Principal
   9034 Burnet Avenue
   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).)