



Meeting of the Executive Committee

May 12, 2022

1:00 p.m.

Parker's Lighthouse Restaurant, Long Beach
Agenda

<u>1. OPENING BUSINESS</u>	<u>DISPOSITION</u>	<u>ITEM</u>
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A. Call to order by Mike West, President of the Council

B. Pledge of Allegiance

C. Roll Call

D. Introduction of Guests

E. Adopt Agenda

Action

F. Approval of Minutes

1. Minutes of the March 31, 2022, Executive Committee Meeting

Action

1F1

2. PUBLIC COMMENT

A. Recognition of anyone wishing to address the Executive Committee. Speakers must limit their remarks to three minutes.

3. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

There are no CIF State Federated Council action items at this time.

B. SOUTHERN SECTION ACTION ITEMS

There are no CIF Southern Section Council action items at this time.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

There are no CIF State Federated Council non-action items at this time.

B. SOUTHERN SECTION NON-ACTION ITEMS

- | | | |
|---|------------|--------|
| 1. Proposed Addition of Girls Flag Football | Non-Action | SS 638 |
|---|------------|--------|

5. NEW BUSINESS

A. Consideration of the Following Schools for Membership for the 2022-2023 School Year

- | | | |
|---|--------|-----|
| 1. Aveson Global Leadership Academy
Presented by David Parkes | Action | 5A1 |
| 2. Entrepreneur/Fontana
Presented by Kai Lyles | Action | 5A2 |
| 3. Gorman Learning Center/Antelope Valley
Presented by Jeff Williams | Action | 5A3 |
| 4. Magnolia Science Academy/Van Nuys
Presented by Todd Arrowsmith | Action | 5A4 |
| 5. Vista Meridian Global Academy
Presented by Jim Perry | Action | 5A5 |

B. Membership Status of New and Probationary Schools Admitted in 2021-2022 – Consent Calendar

- | | | |
|---------------------------------------|--------|------|
| 1. Anacapa | Action | 5B1 |
| 2. Entrepreneur/Highland | Action | 5B2 |
| 3. First Baptist/Long Beach | Action | 5B3 |
| 4. Harkham-GAON Academy | Action | 5B4 |
| 5. Lakeview Leadership Academy | Action | 5B5 |
| 6. Lifeline Education Charter | Action | 5B7 |
| 7. Lompoc Valley Baptist | Action | 5B8 |
| 8. Magnolia Science Academy/Santa Ana | Action | 5B9 |
| 9. Newport Christian | Action | 5B10 |
| 10. Orange Crescent | Action | 5B11 |
| 11. Palmdale Academy Charter | Action | 5B12 |
| 12. Pasadena Waldorf | Action | 5B13 |

5. NEW BUSINESS (Cont.)

B. Membership Status of New and Probationary Schools Admitted in 2021-2022 – Consent Calendar (Cont.)

13. San Jacinto Leadership Academy	Action	5B14
14. South Hills Academy	Action	5B15
15. TREE Academy	Action	5B16
16. University Careers/Sports Academy	Action	5B17
C. Financial Report	Action	Mitch Carty
D. Marketing Report		Jackie Gibson
E. Reorder of Council Agenda		Rob Wigod

6. CLOSED SESSION

A. Public Employee Evaluation of Performance – (Government Code 54957):

1. Commissioner's Evaluation

7. REPORT OF ACTION(S) TAKEN IN CLOSED SESSION

8. REPORTS

A. President's Report	Mike West
B. Treasurer's Report	Chris Calderwood
C. Commissioner's Report	Rob Wigod
D. Executive Committee Member Reports	

9. ADVANCE PLANNING

A. DATES

1. August 11, 2022 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
2. September 22, 2022 - CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
3. September 26, 2022 – Champions for Character Awards Dinner, The Grand Conference Center, Long Beach, CA 6:00 p.m.
4. September 29, 2022 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA 9:00 a.m.

B. SUGGESTED AGENDA ITEMS

1. _____
2. _____
3. _____

10. ADJOURNMENT

A. Time of Adjournment _____



Meeting of the Executive Committee

March 31, 2022

1:00 p.m.

CIF Southern Section Offices, Los Alamitos, CA

Minutes

1. OPENING BUSINESS	DISPOSITION	ITEM
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A. Call to order by Mike West, President of the Council

Meeting was called to order by President Mike West at 1:00 p.m. Kristine Palle introduced newest CIF Southern Section employee, Program Coordinator Tamara Towgood, to the Executive Committee.

B. Pledge of Allegiance

C. Roll Call

All members were present, except for Dr. Alexis Barile, Rich Imbriani, Cleveland Johnson, Monica Principe, and Steve Miller.

D. Introduction of Guests

There were no guests present.

E. Adopt Agenda

Approved 16-0-0

There was a motion and a second to adopt the agenda. There being no discussion, the motion was approved to adopt the agenda 16-0-0.

F. Approval of Minutes

Approved 16-0-0

There was a motion and a second to approve the minutes of the January 25, 2022 Executive Committee meeting. There being no discussion, the minutes were approved 16-0-0.

G. NFHS State Award for Outstanding Service

Ron Nocetti/Rob Wigod

Rob Wigod announced that Dr. Jim Staunton will be receiving the NFHS State Award for Outstanding Service at our next Southern Section Council meeting on April 5, 2022.

2. PUBLIC COMMENT

- A. Recognition of anyone wishing to address the Executive Committee. Speakers must limit their remarks to three minutes.

There was no one present to address the Executive Committee.

3. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

1. Proposed 2022-23 CIF State Budget Approved 16-0-0 STATE 634

President-Elect Jim Perry introduced the 2022-2023 CIF Proposed Budget highlighting various items including a line item for a new staff position and a balanced budget. There was a motion and second to approve the CIF Proposed Budget. The motion carried 16-0-0.

2. CIF State Executive Committee Nominations Approved 16-0-0 STATE 635

President-Elect Jim Perry introduced the nominations for CIF Executive Committee positions. There was a motion and second to support the candidate from the Southern Section and go uninstructed for all other positions. The motion carried 16-0-0.

B. SOUTHERN SECTION ACTION ITEMS

1. Proposed 2022-23 CIF Southern Section Budget Approved 16-0-0 SS 633

Chief Financial Officer Mitch Carty reintroduced the budget. There have been no changes since publication in the last agenda. There was a motion and a second to approve the 2022-2023 Southern Section Proposed Budget. The motion carried 16-0-0.

2. CIF Southern Section Executive Committee Nominations Approved 16-0-0 SS 631

President Mike West introduced the nominations. There was a motion and a second to approve moving the nominees for Southern Section Executive Committee positions forward to the Southern Section Council for action. The motion carried 16-0-0.

3. Proposed Revision to Bylaw 510.1 Approved 16-0-0 SS 632

President Mike West read the proposal to remove Southern Section Bylaw 510.1, related to incoming 9th graders who have played for high school coaches prior to initial enrollment in high school. There was a motion and a second to approve the elimination of this bylaw. The motion carried 16-0-0.

3. ACTION ITEMS (Cont.)

B. SOUTHERN SECTION ACTION ITEMS (Cont.)

4. Officials Fees Proposal

Approved 16-0-0 SS 636

There was a motion and a second to approve the proposal. President Mike West reviewed the proposal and the process that was followed to arrive at this finished product. Thom Simmons was asked to review the process and he began by stating that the Officials Fees/Relations Committee and President's Council initially met to begin the process. On October 19, 2021, the Officials Fees/Relations Committee met, as did the President's Council, and went over different scenarios. On December 16, 2021, officials' groups made presentations to the Officials Fees/Relations Committee. Once the Officials Fees/Relations Committee heard from those wishing to make a presentation, the Official Fees/Relations Committee met and developed the idea of an hourly fee structure for officials' fees across all sports. The Officials Fees/Relations Committee met again on January 18, 2022, and the proposal was finalized for a per sport hourly basis. This proposal was sent electronically to the Southern Section Council on January 26, 2022. First reading took place at the February 1, 2022 Southern Section Council meeting where breakout sessions were held to facilitate open discussions regarding all Non-Action items at that meeting. There were four different opportunities for groups to come forward and plead their cases. After further discussion, the motion carried 16-0-0.

5. Proposed Revisions to Bylaws 3419.7 & 3420.3

Approved 16-0-0 SS 637

President Mike West reviewed the proposal to move 8-Man Football into a competitive equity model for playoffs identical to the process used for 11-Man Football. There was a motion and a second to approve the proposal. The motion carried 16-0-0.

6. Proposed Revisions to Bylaw 2415

Approved 16-0-0 SS 639

President Mike West reviewed the proposal for Girls Lacrosse allowing two yellow cards to be a dismissal from the contest but not an ejection requiring a subsequent missed game. There was a motion and a second to approve the proposal. Dave Hess asked why this is only for Girls Lacrosse and not Boys Lacrosse. Mike West said it was because the proposal only stated Girls Lacrosse and Boys and Girls Lacrosse are similar but very different sports. Thom Simmons added that the Girls Lacrosse community has been asking for this change for many years. The motion carried 16-0-0.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

There are no CIF State Federated Council non-action items at this time.

4. NON-ACTION ITEMS (Cont.)

B. SOUTHERN SECTION NON-ACTION ITEMS

1. Proposed Addition of Girls Flag Football

Non-Action

SS 638

President Mike West stated that this item was moved back to a non-action item because of a request to change the season of sport from Spring to Fall. Dr. Paula Rodas stated there was more support state-wide for the sport if it was a Fall sport rather than a Spring sport. This item will be read at the Southern Section Council meeting on April 5, 2022 and will be voted on at the first Southern Section Council meeting of the 2022-2023 school year, keeping to the original start time for implementation, if passed by the CIF Southern Section Council and the CIF Federated Council, in the 2023-2024 school year. Chris Calderwood asked about safety equipment and Dr. Paula Rodas stated there is no required safety equipment, but her team wore mouth guards as the safety level resembles that of soccer. The length of the season of sport would be similar to tackle football and be determined once approved by the CIF State Federated Council. The Executive Committee was informed that there is a different set of rules from tackle football and Girls Flag Football will use a different set of officials. There were several questions regarding safety and rules similarities to tackle football. The Los Angeles Chargers, Los Angeles Rams and Nike are big supporters and Nike is helping provide equipment to get programs started.

5. NEW BUSINESS

A. Financial Report

Mitch Carty

Chief Financial Officer Mitch Carty reviewed the budget handouts that were given out and appear at the end of these minutes. He commended Assistant Commissioner Rich Shearer for all the hard work that goes into all the sites and managing all the moving pieces of Boys and Girls Wrestling Championships. With the move to GoFan, we are down to two basketball reports and one soccer report missing. That has never happened before.

1. 2020-2021 CIF Southern Section Audit

Approved 16-0-0

5A1

President Mike West listed those that are on the Southern Section Audit Committee, which met before this meeting. Chris Calderwood reviewed the results of the meeting and the Southern Section Audit Committee accepted the 2020-2021 school year audit. Congratulations to Mitch Carty from the auditor. Mitch received an A+ report from the auditor regarding reports being provided thoroughly, completely, and professionally. It is incredible where we are right now compared to what we have been through. Chris continued that it is comforting to know there is a third-party group with the same trust in our processes as we hold. There was a motion and a second to accept the audit. Motion carried 16-0-0.

B. Marketing Report

Jackie Gibson

Marketing Director Jackie Gibson shared a PowerPoint presentation that appears at the end of these minutes, highlighting various items along the way.

C. CIF Southern Section 2021-2022 Goals - Responses

Rob Wigod 5C

Commissioner Rob Wigod reviewed the published responses to the CIF Southern Section 2021-2022 goals, highlighting various items. Past President Monica Colunga commended the staff for getting us to where we are today.

6. CLOSED SESSION

A. Public Employee Evaluation of Performance – (Government Code 54957):

1. Commissioner's Evaluation

Closed Session began at 2:33 p.m. and ended at 2:41 p.m.

7. REPORT OF ACTION(S) TAKEN IN CLOSED SESSION

No action was taken during Closed Session. Discussion included the Commissioner Evaluation timelines and items regarding the evaluation.

8. REPORTS

A. President's Report

Mike West

Mike West attended the Team Up for Sports Safety meeting. They are taking an evaluation of athletes in the state, looking at sports safety and how are we handling and improving sport safety. Heat illness and cold-water immersion were discussed along with the idea of having cold water tubs onsite, if possible. Another session talked about the effects of smoke on student-athletes in light of all the wildfires.

B. Treasurer's Report

Chris Calderwood

Chris Calderwood presented the Treasurer's Report as a trivia game and the report appears at the end of these minutes. He mentioned how GoFan has cleaned up the entire ticketing and reporting process. The first PPP loan was forgiven and the application for forgiveness of the second PPP loan has been submitted. Sports fees have been paid by 561 member schools.

C. Commissioner's Report

Rob Wigod

Rob Wigod reminded the Committee that all award nominations for Champions for Character and Hall of Fame/Distinguished Service are due through cifsshome.org by May 1st. Spring sports are under way. Thank you for helping us cover all the different host site games through the Winter season. Unified Sports will have two divisional championships this year along with a Masters Meet that will qualify student-athletes to the CIF State Track and Field Championships. The site for our next Executive Committee meeting will be Parker's Lighthouse in Long Beach.

D. Executive Committee Member Reports

Activities Directors Representative – Todd Arrowsmith announced that Geniel Moon was sworn in as CADA President in Reno.

CADA Representative – Geniel Moon reported that attendees at the CADA Convention were able to come with or without masks. It was a great event and hoping to bring our numbers back as we recover from COVID.

Assistant Commissioner Rainer Wulf – There was a quick time frame in basketball from semifinals to finals. A big thank you to the Executive Committee for jumping in and helping out with awards presentations. The Ojai Valley Tennis Tournament is back for the first time since 2019. These are the best tennis players in Southern California. Track and Field Championships will be at Moorpark High School for Divisional Finals and the Masters Meet this year.

Assistant Commissioner Thom Simmons – Thank you for your help with the SoCal Regional Basketball awards ceremonies.

8. REPORTS (Cont.)

D. Executive Committee Member Reports (Cont.)

CSADA Representative – Dave Reid reminded the Executive Committee that the CSADA Conference is in San Diego this year and starts on April 20.

Northern Area Representative –Dave Hess asked about probationary status of schools in his area and if they will need to be re-evaluated for future status. Rob Wigod answered that the Executive Committee will review the information submitted by the schools and will proceed accordingly.

Desert Area Representative –Jeff Williams stated that everything this office has accomplished is inspiring and due to this group here, so congratulations to you all.

President-Elect – Jim Perry stated he is amazed by the level of athleticism in our student-athletes. Grace and class displayed day in and day out.

Assistant Commissioner Kristine Palle – There are Concordia University Masters Degree students in her class that may need resources for a Risk Management project, if you are available to help.

9. ADVANCE PLANNING

A. DATES

1. April 5, 2022 – CIF Southern Section Council Meeting, The Grand, Long Beach, CA 9:00 a.m.
2. May 12, 2022 – CIF Southern Section Executive Committee Meeting, Parker's Lighthouse, Long Beach, CA, 1:00 p.m.
3. August 12, 2022 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.

B. SUGGESTED AGENDA ITEMS

There were no suggested agenda items.

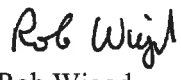
10. ADJOURNMENT

A. Time of Adjournment: 3:08 pm.

Submitted By:


Sharon Hodge
Executive Assistant

Approved By:


Rob Wigod
Commissioner of Athletics

Adopt Agenda

Todd Arrowsmith	Yes
Ann Fitzgerald	Yes
Cleveland Johnson	
David Parkes	Yes
Paula Rodas	Yes
Jeff Williams	Yes

Alexis Barile	
Dave Hess	Yes
Kai Lyles	Yes
Jim Perry	Yes
Michelle Spencer	Yes

Chris Calderwood	Yes
Mary Jane Hibbard	Yes
Steve Miller	
Monica Principe	
Reggie Thompkins	Yes

Monica Colunga	Yes
Rich Imbriani	
Geniel Moon	Yes
Dave Reid	Yes
Mike West	Yes

Motion Carried 16 Yes 0 No 0 Abstain

Approval of Minutes

Minutes of the January 25, 2022 Executive Committee Meeting

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain

STATE 634

Proposed 2022-23 CIF State Budget

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain

STATE 635

CIF State Executive Committee Nominations

Todd Arrowsmith	Yes
Ann Fitzgerald	Yes
Cleveland Johnson	
David Parkes	Yes
Paula Rodas	Yes
Jeff Williams	Yes

Alexis Barile	
Dave Hess	Yes
Kai Lyles	Yes
Jim Perry	Yes
Michelle Spencer	Yes

Chris Calderwood	Yes
Mary Jane Hibbard	Yes
Steve Miller	
Monica Principe	
Reggie Thompkins	Yes

Monica Colunga	Yes
Rich Imbriani	
Geniel Moon	Yes
Dave Reid	Yes
Mike West	Yes

Motion Carried 16 Yes 0 No 0 Abstain

SS 633

Proposed 2022-23 CIF-SS Budget

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain

SS 631

CIF-SS Executive Committee Nominations

Todd Arrowsmith	Yes
Ann Fitzgerald	Yes
Cleveland Johnson	
David Parkes	Yes
Paula Rodas	Yes
Jeff Williams	Yes

Alexis Barile	
Dave Hess	Yes
Kai Lyles	Yes
Jim Perry	Yes
Michelle Spencer	Yes

Chris Calderwood	Yes
Mary Jane Hibbard	Yes
Steve Miller	
Monica Principe	
Reggie Thompkins	Yes

Monica Colunga	Yes
Rich Imbriani	
Geniel Moon	Yes
Dave Reid	Yes
Mike West	Yes

Motion Carried 16 Yes 0 No 0 Abstain

SS 632

Proposed Revision to Bylaw 510.1

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain

SS 636

Officials Fees Proposal

Todd Arrowsmith	Yes
Ann Fitzgerald	Yes
Cleveland Johnson	
David Parkes	Yes
Paula Rodas	Yes
Jeff Williams	Yes

Alexis Barile	
Dave Hess	Yes
Kai Lyles	Yes
Jim Perry	Yes
Michelle Spencer	Yes

Chris Calderwood	Yes
Mary Jane Hibbard	Yes
Steve Miller	
Monica Principe	
Reggie Thompkins	Yes

Monica Colunga	Yes
Rich Imbriani	
Geniel Moon	Yes
Dave Reid	Yes
Mike West	Yes

Motion Carried 16 Yes 0 No 0 Abstain

SS 637

Proposed Revisions to Bylaws 3419.7 & 3420.3

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain

SS 639

Proposed Revisions to Bylaw 2415

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain

ITEM 5A1

2020-21 CIF-SS Audit

Todd Arrowsmith	Yes	Alexis Barile		Chris Calderwood	Yes	Monica Colunga	Yes
Ann Fitzgerald	Yes	Dave Hess	Yes	Mary Jane Hibbard	Yes	Rich Imbriani	
Cleveland Johnson		Kai Lyles	Yes	Steve Miller		Geniel Moon	Yes
David Parkes	Yes	Jim Perry	Yes	Monica Principe		Dave Reid	Yes
Paula Rodas	Yes	Michelle Spencer	Yes	Reggie Thompkins	Yes	Mike West	Yes
Jeff Williams	Yes						

Motion Carried 16 Yes 0 No 0 Abstain



C.I.F. SOUTHERN SECTION PLAYOFFS - 2021-22

Net Income/Loss			
Summary			
	2021-22	2019-20	Diff.
Football	\$997,330.24	\$746,421.77	\$250,908.47
Girls Volleyball	\$107,133.69	\$74,929.32	\$32,204.37
Cross Country	\$29,176.02	\$52,476.98	(\$23,300.96)
Boys Water Polo	\$19,339.74	\$16,494.23	\$2,845.51
Girls Golf	(\$2,626.54)	\$2,042.59	(\$4,669.13)
Girls Tennis	(\$7,087.30)	(\$6,074.58)	(\$1,012.72)
FALL SPORTS TOTALS	\$1,143,265.85	\$886,290.31	\$256,975.54
Boys Basketball	\$244,633.78	\$213,160.73	\$31,473.05
Girls Basketball	\$96,439.55	\$87,498.90	\$8,940.65
Soccer	\$81,360.45	\$69,593.91	\$11,766.54
Wrestling	\$32,975.08	\$22,438.17	\$10,536.91
Cheer	\$12,001.33	\$16,109.54	(\$4,108.21)
Girls Water Polo	\$13,109.60	\$9,463.51	\$3,646.09
WINTER SPORTS TOTALS	\$480,519.79	\$418,264.76	\$62,255.03
GRAND TOTALS	\$1,623,785.64	\$1,304,555.07	\$319,230.57
		+	19.66%
Revenue Sharing with CIF-SS Member Schools	\$985,674.89	\$748,007.15	\$237,667.75

PREPARED BY:
MITCH CARTY, CHIEF FINANCIAL OFFICER



C.I.F. SOUTHERN SECTION PLAYOFFS - 2021-22

Ticket Sales			
Summary			
	2021-22	2019-20	Diff.
Football	260,000	229,442	30,558
Girls Volleyball	39,691	37,575	2,116
Cross Country	10,212	10,515	(303)
Boys Water Polo	3,282	3,579	(297)
FALL SPORTS TOTALS	313,185	281,111	32,074
Basketball	122,784	116,670	6,114
Soccer	12,311	12,697	(386)
Wrestling	15,141	12,874	2,267
Cheer	2,439	2,618	(179)
Girls Water Polo	2,607	3,070	(463)
WINTER SPORTS TOTALS	155,282	147,929	7,353
GRAND TOTALS	468,467	429,040	39,427
		+	8.42%

PREPARED BY:
MITCH CARTY, CHIEF FINANCIAL OFFICER

C.I.F. SOUTHERN SECTION
Profit & Loss Budget vs. Actual
July 1, 2021 through March 30, 2022

	Jul '21 - Jun 22	Budget	+ / - Budget
Ordinary Income/Expense			
Income			
BASEBALL	0.00	55,000.00	-55,000.00
BASKETBALL	945,033.00	433,000.00	512,033.00
CHEER	26,314.00	26,000.00	314.00
CROSS COUNTRY	91,855.00	87,000.00	4,855.00
FOOTBALL	2,343,657.00	728,000.00	1,615,657.00
GOLF	34,520.00	80,000.00	-45,480.00
LACROSSE	0.00	12,500.00	-12,500.00
SOCCER	110,959.00	88,000.00	22,959.00
SOFTBALL	0.00	23,000.00	-23,000.00
SWIMMING	0.00	59,000.00	-59,000.00
TRACK & FIELD	0.00	116,000.00	-116,000.00
VOLLEYBALL	328,701.00	147,000.00	181,701.00
WATER POLO	53,924.00	46,000.00	7,924.00
WRESTLING	154,706.00	119,000.00	35,706.00
APPAREL	39,002.25	139,000.00	-99,997.75
FRIENDS OF GOLF	47,000.00	47,000.00	0.00
INTEREST	-64,225.77	55,000.00	-119,225.77
PUBLICATIONS	27,937.44	50,000.00	-22,062.56
SPORTS FEES	743,100.00	715,000.00	28,100.00
SUPPORT INCOME	989,884.42	1,124,000.00	-134,115.58
TV -WEB - RADIO RIGHTS	506,485.00	450,000.00	56,485.00
CHAMPIONS FOR CHARACTER	61,100.00	77,000.00	-15,900.00
SPECIAL EVENTS	69,159.00	65,000.00	4,159.00
OTHER INCOME	0.00	0.00	0.00
Total Income	\$6,509,111	\$4,741,500	\$1,767,611
Cost of Goods Sold			
Cost of Goods Sold	23,277.46	41,000.00	-17,722.54
Total COGS	23,277.46	41,000.00	-17,722.54
Gross Profit	6,485,833.88	4,700,500.00	1,785,333.88
Expense			
BADMINTON EXPENSE	0.00	100.00	-100.00
BASEBALL EXPENSE	0.00	40,000.00	-40,000.00
BASKETBALL EXPENSE	612,819.81	148,000.00	464,819.81
CHEER EXPENSE	14,714.37	13,000.00	1,714.37
CROSS COUNTRY EXPENSE	62,758.35	50,000.00	12,758.35
FOOTBALL EXPENSE	1,290,547.70	82,000.00	1,208,547.70
GOLF EXPENSE	41,724.18	77,000.00	-35,275.82
LACROSSE EXPENSE	161.00	12,500.00	-12,339.00
SOCCER EXPENSE	30,030.71	31,000.00	-969.29
SOFTBALL EXPENSE	0.00	20,000.00	-20,000.00
SWIMMING EXPENSE	3,517.51	46,000.00	-42,482.49
TENNIS EXPENSE	7,594.27	17,000.00	-9,405.73

C.I.F. SOUTHERN SECTION
Profit & Loss Budget vs. Actual
July 1, 2021 through March 30, 2022

	Jul '21 - Jun 22	Budget	+ / - Budget
TRACK & FIELD EXPENSE	14.21	92,000.00	-91,985.79
VOLLEYBALL EXPENSE	222,132.17	42,000.00	180,132.17
WATER POLO EXPENSE	21,873.04	24,000.00	-2,126.96
WRESTLING EXPENSE	117,382.17	98,000.00	19,382.17
AREA LIAISONS	41,584.53	42,000.00	-415.47
AUDITOR	15,000.00	19,500.00	-4,500.00
AWARDS	43,584.60	39,000.00	4,584.60
BANK SERVICE CHARGES	1,791.60	2,500.00	-708.40
BUILDING MAINTENANCE	18,155.90	24,000.00	-5,844.10
COUNCIL	33,462.18	50,000.00	-16,537.82
DEPRECIATION EXPENSE	0.00	71,000.00	-71,000.00
DONATIONS	4,500.00	47,000.00	-42,500.00
GENERAL OFFICE	17,784.42	27,000.00	-9,215.58
INSURANCE	24,038.68	27,500.00	-3,461.32
INVESTMENT EXPENSE	2,200.00	4,000.00	-1,800.00
LEGAL EXPENSE	1,912.72	2,500.00	-587.28
MAJOR MEDICAL	291,833.13	384,000.00	-92,166.87
MISCELLANEOUS EXPENSE	394.00	825.00	-431.00
OFFICE SUPPLIES	26,814.13	33,000.00	-6,185.87
OFFICE SUPPLIES - SMALL EQUIP.	1,502.82	0.00	1,502.82
OFFICE TRAVEL	19,024.46	20,000.00	-975.54
PAYROLL TAXES	485,466.78	666,772.00	-181,305.22
POSTAGE/UPS	13,315.48	12,000.00	1,315.48
PRESS/MEDIA	4,544.58	10,000.00	-5,455.42
PRINTING/DUPLICATING	17,287.11	18,500.00	-1,212.89
PROFESSIONAL GROWTH	0.00	500.00	-500.00
PROGRAM EXPENSE	474.00	500.00	-26.00
PUBLICATIONS EXPENSE	18,043.52	15,000.00	3,043.52
PUBLICATIONS WASTE	0.00	4,200.00	-4,200.00
SALARIES	1,452,816.72	1,923,803.00	-470,986.28
SALES/USE TAX EXPENSE	546.94	1,000.00	-453.06
SPECIAL EVENTS EXPENSE	57,551.18	65,000.00	-7,448.82
SUPPORT/MARKETING EXPENSE	40,121.23	160,000.00	-119,878.77
TAXES - GENERAL	2,488.90	1,800.00	688.90
TV TO SCHOOLS	0.00	100,000.00	-100,000.00
UTILITIES	6,745.00	13,000.00	-6,255.00
CHAMPIONS FOR CHARACTER EXPENSE	939.10	57,000.00	-56,060.90
WEBSITE TECHNOLOGY	45,366.89	65,000.00	-19,633.11
Total Expense	\$5,114,560	\$4,700,500	\$414,060
Net Ordinary Income	1,371,273.79	0.00	1,371,273.79
Net Income	\$1,371,274	\$0	\$1,371,274


Comparison to 2014-15

904,255

MARKETING REPORT

3.31.2022



Three Wilson NCAA soccer balls are arranged on a grassy field. The balls are white with blue and orange geometric patterns. The Wilson logo and NCAA branding are visible on each ball. A semi-transparent blue banner is overlaid across the middle of the image, containing the title text and a star icon.

WINTER RECAP

CONTRACTUAL OBLIGATIONS



WINTER RECAP- VENUES

- **B/G SOCCER**
 - 14 home sites
- **B/G BASKETBALL**
 - 20 home sites
- **B/G DUAL WRESTLING**
 - 7 home sites
- **B/G INDIVIDUAL WRESTLING**
 - 10 home sites
- **B/G MASTERS WRESTLING**
 - 2 sites
- **GIRLS WATER POLO**
 - 1 venue
- **CHEERLEADING**
 - 1 venue

WINTER RECAP- **SIGNAGE**

- **B/G SOCCER**
 - 14 home sites = **14 signs**
- **B/G BASKETBALL**
 - 20 home sites = **20 signs**
- **B/G DUAL WRESTLING**
 - 7 home sites = **7 signs**
- **B/G INDIVIDUAL WRESTLING**
 - 10 home sites = **10 signs**
- **B/G MASTERS WRESTLING**
 - 2 sites (**full set up**)
- **GIRLS WATER POLO**
 - 1 venue (**full set up**)
- **CHEERLEADING**
 - 1 venue (**full set up**)

WINTER RECAP- SIGNAGE



BASKETBALL / SOCCER / WRESTLING

WINTER RECAP- VENUES



TRADITIONAL COMPETITIVE CHEER

WINTER RECAP- SIGNAGE



BOYS MASTERS WRESTLING

WINTER RECAP- SIGNAGE



GIRLS MASTERS WRESTLING

WINTER RECAP- SIGNAGE



GIRLS WATER POLO

WINTER RECAP- VENUES

- **B/G SOCCER**
 - 14 home sites
- **B/G BASKETBALL**
 - 20 home sites
- **B/G DUAL WRESTLING**
 - 7 home sites
- **B/G INDIVIDUAL WRESTLING**
 - 10 home sites
- **B/G MASTERS WRESTLING**
 - 2 sites
- **GIRLS WATER POLO**
 - 1 venue
- **CHEERLEADING**
 - 1 venue



WINTER RECAP- GATORADE

- **B/G SOCCER**
 - 14 home sites x 2 teams = 28 jugs
- **B/G BASKETBALL**
 - 20 home sites x 2 teams = 40 jugs
- **B/G DUAL WRESTLING**
 - 7 home sites x 2 teams = 14 jugs
- **B/G INDIVIDUAL WRESTLING**
 - 10 home sites x 2 per site = 20 jugs
- **B/G MASTERS WRESTLING**
 - 2 sites x 4 jugs per site = 8 jugs
- **GIRLS WATER POLO**
 - 1 venue x 2 teams x 2 pools = 4 jugs
- **CHEERLEADING**
 - 1 venue x 4 jugs = 4 jugs

118 Jugs

(+cups, product, stir sticks,
drip bins, skirts)





WINTER RECAP- GATORADE



WINTER RECAP- VENUES

- **B/G SOCCER**
 - 14 home sites
- **B/G BASKETBALL**
 - 20 home sites
- **B/G DUAL WRESTLING**
 - 7 home sites
- **B/G INDIVIDUAL WRESTLING**
 - 10 home sites
- **B/G MASTERS WRESTLING**
 - 2 sites
- **GIRLS WATER POLO**
 - 1 venue
- **CHEERLEADING**
 - 1 venue

WINTER RECAP- OFFICIAL BALLS

- **B/G SOCCER** **Wilson**
 - 14 home sites x 2 teams = 28 balls
- **B/G BASKETBALL** **Wilson**
 - 20 home sites x 2 teams = 40 balls
- **B/G DUAL WRESTLING**
 - 7 home sites
- **B/G INDIVIDUAL WRESTLING**
 - 10 home sites
- **B/G MASTERS WRESTLING**
 - 2 sites
- **GIRLS WATER POLO** 
 - 1 venue = 30 balls
- **CHEERLEADING**
 - 1 venue

Wilson.

FALL RECAP- OFFICIAL BALLS

KAP K7 SEVEN
WATER POLO





FALL RECAP- SPECIAL EVENTS





FALL RECAP- SPECIAL EVENTS



WINTER RECAP- PROGRAMS

Executive Committee Welcome

CONGRATULATIONS ON YOUR PARTICIPATION IN THIS YEAR'S CIF SOUTHERN SECTION-FORD CHAMPIONSHIPS!

Post season Championships in the CIF Southern Section are back on track and we are so excited to bring them to you!!! My most sincere congratulations to the schools, teams and players who have qualified and have the opportunity to continue in their sport for perhaps a few more weeks. It is an opportunity not to be taken for granted. A tremendous amount of hard work, determination, leadership, and sacrifice took place last year for the Southern Section to be in a position to organize and provide these Championships for our athletes this year. I ask that if you see any of the leadership or staff from the CIF Southern Section office at your playoff event, please take time to thank them for all they have done to make these playoff opportunities possible.

Your participation in these championships is the result of hard work, dedication, and determination coupled with strong support from families, coaches and schools. Enjoy the moment, play your hardest, and have no regrets. Recognize how fortunate you are to be participating in playoff competition this year and do your best to cherish the experience. Good luck to each and every one of you.

Once again, congratulations to all student-athletes taking part in the CIF Southern Section FORD Championships.

Sincerely,

Michael West, President of the CIF-SS Council
Principal, Martin Luther King High School

2021-2022 CIF SOUTHERN SECTION EXECUTIVE COMMITTEE



Officers

Michael West, President of the Council
Jim Perry, President-Elect of the Council
Dr. Monica Colunga, Past President of the Council
Chris Calderwood, Treasurer
Rob Wigod, Commissioner of Athletics

Members: Todd Arrowsmith, Dr. Alexis Barila, Anni Fitzgerald, Dave Hess, Mary Jane Hibbard, Rich Imbriani, Cleveland Johnson, Kai Lyles, Steve Miller, Geniel Moon, David Parkes, Monica Principe, Dave Reid, Dr. Paula Hart Rodas, Michelle Spencer, Dr. Reggie Thompkins, Jeff Williams

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THE OFFICIAL BALL OF WATER POLO

WINTER RECAP- PROGRAMS

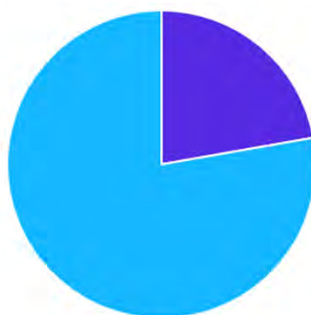
Totals

459,431
IMPRESSIONS

92,351
READS

00:02:10
AVG. READ TIME

Reading Devices



- Desktop 22%
- Phone 78%

Top 10 countries

United States of America	83586	Mexico	110
Unknown Country	2650	Germany	99
Canada	208	Australia	77
United Kingdom	129	Ireland	63
Italy	118	France	62



Division Seven Finalists



THACHER
Football

Principal: Blossom Beatty Paddock
Athletic Director: Mike Biermann
Head Coach: AJ Yates
League: Frontier



No.	Name	Yr.	Pos.
1	Lily King	11	GK
2	Skye Harbison	12	M
3	Pippa Harris	11	F
4	Kylie Edwards	11	D
5	Leigh Harned	9	D
6	Catherine Fiera	9	M
7	Julia James	10	F/D
8	Alyssa Ruiz	12	D
9	Maddie Lee	9	F/D
10	Jordan Yates	11	F
11	Margot Edwards	9	D
12	Grace Yang	11	D
13	Julia Bressie	9	M
14	Eva Wendel	11	D
15	Hattie Hatton	11	D/M
16	Louisa Tennant	10	M
17	Julie Lui	9	F
18	Maddie Rosenbaum	12	D
20	Daisy Galgon	12	D/M

Division Seven Bracket



BISHOP DIEGO
Cardinals

Principal: Tim Flanagan
Athletic Director: Aaron Skinner
Head Coach: Pato Guerrero
League: Almont



2022 CIF-SS FORD GIRLS SOCCER DIVISION 7 CHAMPIONSHIP			
12/16/2022	12/17/2022	12/18/2022	12/19/2022
First Round	Second Round	Quarter Final	Semi Final
Thacher #1 La Puente #2 Yavapai (YAL) #1 New Rivers #2 Frontier Christian #3 Agua Fria #4 St. Paul #5 St. Marys Academy #7 Santa Rosa Academy #7 La Jolla #8 Bishop County Lenoir #9 CIT Guadalupe #2 Pacific #1 Capistrano Valley Christian #3 San Gabriel #4 Indio #5 Dorris #6 Academy Centers & Exploration #7 California Wilbur #8 Pikes #9 Crested Butte #10 Bishop Diego #11 Salinas Christian #12 Coffey Academy at UCLA #13 La Brea #14 Walton Christian #15 CIT Santa Ana Valley #16 Palo Verde #17 Napa #18 Shubert #19	Thacher #2 New Rivers #3 Agua Fria #4 St. Marys Academy #7 Santa Rosa Academy #7 Bishop County Lenoir #9 Capistrano Valley Christian #8 Capistrano Valley Christian #4 Indio #7 California Wilbur #4 Crested Butte #8 Bishop Diego #9 Coffey Academy at UCLA #8 Walton Christian #1 Santa Ana Valley #16 Napa #18 Shubert #19	Thacher #1 Agua Fria #2 St. Marys Academy #7 Santa Rosa Academy #2 Bishop County Lenoir #1 Capistrano Valley Christian #8 Capistrano Valley Christian #4 Indio #7 California Wilbur #4 Crested Butte #8 Bishop Diego #9 Coffey Academy at UCLA #8 Walton Christian #1 Santa Ana Valley #16 Napa #18 Shubert #19	Thacher #1 Agua Fria #2 St. Marys Academy #7 Santa Rosa Academy #2 Bishop County Lenoir #1 Capistrano Valley Christian #8 Capistrano Valley Christian #4 Indio #7 California Wilbur #4 Crested Butte #8 Bishop Diego #9 Coffey Academy at UCLA #8 Walton Christian #1 Santa Ana Valley #16 Napa #18 Shubert #19

WINTER RECAP- MEALS























OFFICIAL CHICKEN OF CIF-SS



WINTER RECAP- MEALS



WINTER RECAP- MEALS

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
24	25	26	27 S&D LUNCH 10:30AM PICK UP RAISING CANE'S BOXES (20) 	28 S&D LUNCH 11:00AM SANDWICH BOXES (20) 	29 S&D LUNCH 11:00AM PENNE PASTA (20) 	30
1	2 S&D LUNCH 11:30AM Burrito Bowl (20) 	3 S&D LUNCH 11:30AM PENNE PASTA (20) 	4 S&D LUNCH 11:00AM PICK UP RAISING CANE'S BOXES (20) 	5 S&D LUNCH 11:30AM SANDWICH BOXES (20) 	6 S&D LUNCH 11:00AM PICK UP RAISING CANE'S BOXES (20) 	7 S&D DINNER 4:30PM PENNE PASTA (20) 
8	9	10	11	12	13 LAX LUNCH 11:00AM PICK UP RAISING CANE'S BOXES (20)  LAX DINNER 5:30PM Costco Pizza (20) 	14 LAX LUNCH 11:30AM SANDWICH BOXES (20)  LAX DINNER 5:30PM OSF (20) 
15	16	17	18	19	20 SB LUNCH 11:00AM PICK UP RAISING CANE'S (35)  BB LUNCH 11:00AM PICK UP RAISING CANE'S (35)  SB DINNER 5:30PM PENNE PASTA BOXES (35)  BB DINNER 5:30PM OSF (35) 	21 SB LUNCH 11:30AM SANDWICH BOXES (35)  BB LUNCH 11:00AM SANDWICH BOXES (35)  BB DINNER 5:30PM NAPLES (35) 



OFFICIAL CHICKEN OF CIF-SS



WINTER RECAP- AWARDS



WINTER RECAP- AWARDS



WINTER RECAP- AWARDS



WINTER RECAP- AWARDS



WINTER RECAP- AWARDS



WINTER RECAP- AWARDS



MARKETING REPORT

3.31.2022



C. I. F. SOUTHERN SECTION
Treasurer's Report
Executive Committee Meeting
March 31, 2022

I. GoFan

- A. ALL fall and winter revenue.
- B. ALL fall expenses/profit splits distributed.
- C. Only 2 basketball games and 1 soccer game left to report expenses.
- D. Normally winter sports finances are not complete until May.
- E. Tremendous success!

II. PAYCHECK PROTECTION PROGRAM (PPP) update

- A. PPP Loan #1 \$456,100, forgiven in May 2021
- B. PPP Loan #2 \$387,835, application finally submitted March 28, 2022
 - 1. We will know forgiveness status for #2 within 90 days.

III. SPORTS FEES “Inside the numbers”

- A. ~\$750,000 or ~8% of CIF-SS annual revenue.
- B. 561 schools reporting Sports Fees.
- C. Average school pays for 17 sports.
- D. Three schools in the Section have 29 sports (maximum would be 31).
 - 1. Edison
 - 2. Millikan
 - 3. Wilson/LB
- E. Most popular sports
 - 1. Boys Basketball, 532 schools
 - 2. Girls Volleyball, 530 schools
 - 3. G Basketball, 519 schools
 - 4. B&G Cross Country, 479 schools
- F. Least popular sports
 - 1. Gymnastics, 5 schools
 - 2. Field Hockey, 15 schools
 - 3. Badminton, 46 schools
- G. Fastest growing sport
 - 1. Girls Beach Volleyball, 115 schools

Prepared by:
MITCH CARTY, Chief Financial Officer

Sharon Hodge

From: Rob Wigod
Sent: Wednesday, March 23, 2022 8:50 AM
To: Sharon Hodge
Subject: Flag Football Proposal

From: Rob Wigod
Sent: Tuesday, March 22, 2022 4:20 PM
To: Paula Rodas <rodasp@cvuhsd.org>; Sharon Hodge <sharonh@cifss.org>
Cc: 'rnocetti@cifstate.org' <rnocetti@cifstate.org>
Subject: RE: Flag football proposal

Paula,

Thank you for your email and I hope all is well with you and your family.

As to your request, we will accept your change from the Pioneer League's original proposal to add Girls Flag Football as a CIF-approved sport in the Spring season of sport to the Fall season of sport.

We will proceed as follows...

- 1) The proposal to add Girls Flag Football will continue as a Non-Action Item for the upcoming CIF Southern Section Council meeting on Tuesday, April 5, 2022.
- 2) The proposal will be voted on at the first Southern Section Council meeting of the 2022-2023 school year on Thursday, September 29, 2022.
- 3) If passed by the Southern Section Council on September 29, 2022, it will be forwarded to the CIF State Federated Council for first reading at their initial meeting of the 2022-2023 school year on Friday, October 7, 2022.

Thanks again and good luck to you always.

All the best,

Rob

From: Paula Rodas <rodasp@cvuhsd.org>
Sent: Tuesday, March 22, 2022 4:07 PM
To: Rob Wigod <robw@cifss.org>; Sharon Hodge <sharonh@cifss.org>
Subject: Flag Football Proposal

Rob,

After deeper consideration and some research, the Pioneer League would like to amend our Girl's Flag Football proposal to change the season of sport from Spring to Fall.

Can we please make this amendment for the April meeting so that the leagues can review the proposal with the new season of sport?

Let me know how to proceed.

Stay safe, be well, & remain #CardinalStrong,

Dr. Paula Hart Rodas

Principal, Lawndale High School

CIF-SS Executive Committee, Coast Area

CIF State Federated Council, CIF-SS Representative



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500

CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM**

In accordance with Blue Book Article 3, Bylaw 30.1, the following proposal is submitted for Council consideration.

“CIF Southern Section Council may entertain proposals submitted to the governing body on the appropriate proposal form from duly appointed advisory committees, leagues or the Executive Committee.” *All items coming before the Southern Section Council must contain the financial implications on member schools, leagues and the Southern Section.*

Date: January 11, 2022 Updated March 22, 2022

Submitted by:

Name of representative: Dr. Paula Rodas

School of representative: Lawndale HS Telephone: 310-263-3101

Check one of the following:

XX League Proposal. Name of League: Pioneer League

☐ Advisory Committee Proposal. Committee Name:

☐ Executive Committee Proposal. Submitted by: _____

Rule Change:

Rule Number Affected: Add Article 210

Implementation Date: 7/1/2023

Abstract: (Please add any supporting documents.)

To provide additional opportunities for girls to participate in education-based athletics and legitimize the sport of Girls Flag Football by recognizing it as a CIF sanctioned sport at the city, regional and state levels, while also opening more doors for females to receive athletic college scholarship opportunities.

The proposal would add Girls Flag Football to the list of approved sports in CIF Bylaw 1200, revise Article 120 and Bylaw 2100 and would renumber the remaining Articles related to CIF approved sports.

Council First Read: 4/5/2022

Council Action Date: 9/29/2022

Date Proposal will take effect on member schools: 2023-2024 School Year

See reverse side for additional information.

Financial Impact on Member School and Southern Section (Attach an analysis and supporting documents):

There is no fiscal impact to the CIF-SS at this time as it is not being proposed as a championship event. There, of course, would be costs involved for CIF member schools choosing to offer this as a sport to include, but not limited to, sports fees, uniforms, equipment, transportation, and officials' fees. No specialized facilities would be required outside of field availability.

All Council Proposals must be submitted according to the timelines published in the Blue Book. If they are not received in a timely manner, they will be postponed until the next meeting.

Council Proposals that do not contain the information in the fields provided on both pages will not be considered.

Sport advisory committees are advised to confine their proposals to the sport(s) under their advisement. Any proposals that do not affect Articles 1400 – 3100 must contain a rationale as to why the sport advisory committee is requesting action.

Procedure for Proposed Bylaw Changes:

1. Identify the bylaw, by number, to be changed or eliminated.
2. Type the bylaw, using normal font face, for language that will remain unchanged.
3. Use strikethrough to identify language to be eliminated or changed.
4. Identify proposed language using bold type.

For example, if a league wants to address the color of jerseys in basketball, the proposal may read:

The _____ League proposes the following changes to the basketball bylaws.
(your league name)

Bylaw 1623 Color of Jerseys

Proposed language:

“In all basketball games played between member schools of the CIF Southern Section,
The host team shall wear ~~white~~ **dark** colored jerseys.”

ARTICLE 210
FLAG FOOTBALL

#2100. RULES

All flag football games in the CIF Southern Section will be played under National Intramural and Recreational Sports Association (NIRSA) rules unless otherwise provided.

#2101. NUMBER OF FOOTBALL PRACTICE DAYS; NO SUNDAY PRACTICE

There shall be no football games until the squad has had 7 days of practice before the first game. Each individual student on the team must have had at least 5 days of practice before being allowed to compete in a game. (The opening date of football practice may be determined by each Section.) No Sunday practice is permitted. (See Bylaw 504.M for exception.)

#2102. SCRIMMAGE LIMITATIONS

No individual student shall participate in an interscholastic scrimmage before his/her fifth day of practice for that particular school. Scrimmage is defined as a training session where the teams alternate in carrying the ball, downs are not counted, no score is kept and the coaches are on the field directing the play.

#2102.1

A team must complete a minimum of 7 days of practice prior to competing in an interscholastic scrimmage or football carnival. Neither the interscholastic scrimmage nor carnival for the team or an individual, may be on the seventh day of practice. Two or more sessions in one day count as one day's practice for the team or an individual.

#2103. STARTING DATES FOR INTERSCHOLASTIC CONTESTS

No interscholastic contests (non-league, tournament or league) may be scheduled prior to ~~February 12th.~~ **to be determined.**

#2104. UNIFORMS

#2104.1

In all football games played between member schools of the CIF Southern Section, Teams shall wear contrasting colored jerseys, without pockets, with numbers on both sides of the jersey. Numbers on the back will be a minimum of 8 inches and the front number will be a minimum of 6 inches. If a team has only one set of jerseys, it will be its responsibility to notify opponents in sufficient time in advance of any scheduled contest in order that proper arrangements can be made to make certain that both teams have contrasting colored jerseys.

#2104.2

Teams shall wear shorts or pants of a different color than the flags. Shorts or pants shall not have pockets.

#2105. EQUIPMENT

#2105.1

Teams shall wear NFL FLAG quick release belt with three flags attached. Flags must be a contrasting color to the pants.

#2105.2

Team members may wear rubber cleats not longer than one inch, gloves and a soft helmet, soft rubber hat or headband. Players are strongly encouraged to wear a mouthpiece.

#2106. SEASON STRUCTURE AND FREQUENCY OF PLAY

The sport will be played in the ~~Spring~~ Fall season. A maximum of 14 contests on a minimum of 8 dates will be allowed.

#2107. ROSTER AND COACHES

Contests shall be between 7 players on each team. Teams shall have no more than 30 players, a head coach, assistant head coach and a strength and conditioning coach.

#2108. PLAYING FIELD

All flag football games in the CIF Southern Section will be played under National Intramural and Recreational Sports Association (NIRSA) field dimensions of 40 yards in width containing four (4) twenty (20) yard zones with a ten (10) yard end zone on each end.

#2108. OFFICIALS ASSIGNMENT PRACTICE

#2108.1

The officials for all football games played between Los Angeles Section and Southern Section schools must be appointed by the Los Angeles City Supervisor of Athletics when the game is to be played at the Los Angeles Section schools and by the Southern Section Commissioner of Athletics when the game is to be played at the Southern Section school.

#2108.2

By action of the CIF Southern Section Council, contests shall have 2-4 officials including a referee, line judge, and field judge.

#2109. NOISEMAKERS PROHIBITED

Refer to Blue Book Bylaw 1230 for specific information on Noisemakers.

#2110. LENGTH OF HALVES

#2110.1

Games are 40 minutes/ 2-20 minute halves, running clock until the last minute of half/game (3 minutes if overtime is required). During the final 1 minute of each half the clock will stop and not start until the next snap for the following: 1 minute warning, incomplete pass, out of bounds, score, team timeout, officials timeout.

#2110.2

During final 1 minute of each half, the clock will stop and not start until the next snap for the following: 1 minute warning, incomplete pass, out of bounds, score, team timeout, officials timeout, penalty enforcement, touchback and/or change of possession (Clock will stop and restart at the 'Ready for Play' for 1st downs).

#2111. SUNDAY RESTRICTION

Refer to Blue Book Bylaw 1229 for specific information on Sunday Restriction.

#2112. ORGANIZED TEAM PRACTICE

Organized team practice shall be interpreted as meaning the association of a coach with potential team members for the purpose of learning or practicing the skills of flag football.

#2112.1

See Rule **#2103** to determine the start date for organized before and after-school team practice.

#2113. OUTSIDE COMPETITION BY AN INDIVIDUAL

Refer to Article 6 for specific guidelines.

#2114. LEVEL OF COMPETITION

Refer to Blue Book Bylaw 1226 for specific information on Level of Competition.

#2115. MAXIMUM ATHLETIC CONTESTS IN ONE DAY

Refer to Blue Book Bylaw 1227 for specific information on Maximum Contests in one day.

#2116. SCHOOL ATTENDANCE

Refer to Blue Book Bylaw 1228 for specific information on standards for School Attendance

#2117. COUNTING A TIE GAME

A regulation called game with a tie score shall be counted as $\frac{1}{2}$ game won and $\frac{1}{2}$ game lost for each team.

#2118. PLAYER CONDUCT

Refer to Blue Book Bylaw 1224 for specific information on Player Conduct.

#2119. COACH EJECTION

Refer to Blue Book Bylaw 125.1 and 1225 for specific information on Coach Ejection.



Girls High School Flag Football

Overview:

In 2021, the Los Angeles Chargers and Los Angeles Rams began a partnership to spearhead the process of sanctioning High School Girls Flag Football in the state of California. Eight Los Angeles area high schools participated in a pilot season during January/February of 2022 to coincide with Super Bowl LVI. We believe the values that can be learned from the game of football should be accessible to student-athletes of all ages, genders, abilities and socioeconomic backgrounds. The game of football can also expand pathways to further education.

Goal:

To legitimize the sport of Girls High School Flag Football by recognizing it as a CIF sanctioned sport at the city, regional and state levels, while also opening more doors for females to receive athletic college scholarship opportunities.

Information:

- In May of 2020, the NAIA partnered with the NFL and Reigning Champs Experiences to add women's flag football as a competitive collegiate sport starting in Spring of 2021.
 - There are currently 15 NAIA colleges across the country that offer college scholarships for women's flag football.
- In February of 2021, Nike announced an initiative with the NFL to commit \$100,000 in product for state athletic associations that offer girls flag football as a high school sport or demonstrate progress by way of a pilot program beginning in 2021.
- At present, six states sanction high school flag football for girls – Alabama, Alaska, Arizona, Florida, Georgia, Nevada and New York. Illinois and Washington close behind.

- All states currently followed official or slightly modified versions of the NIRSA (National Intramural-Recreational Sports Association) rulebook for flag football
- Female flag participation in Los Angeles County is over twice the national average
 - Source: 2020 LA84 Foundation Youth Sports Participation Survey (Play Equity Fund)
- There are over 1,500 official NFL Flag leagues throughout the country, each with multiple age levels and teams.
- Flag football is the fastest growing version of the sport.

Additional Information To Consider:

- The San Francisco 49ers are also working on a pilot league similar to the Chargers/Rams initiative in Northern California.
- Nearly 80 CIF Southern Section and CIF LA City Section high schools responded to a Fall 2021 survey expressing an interest in Girls Flag Football at their school.
- Flag teams can easily play on tackle football/soccer fields by adjusting boundaries with cones. Only a 50 yard field is needed in length.
- NFL Flag estimates a \$2,000 one-time expense per school to purchase flag belts, uniforms, mouthguards, and field equipment (pylons, yard markers, etc.)



FEMALE FLAG FOOTBALL DEVELOPMENT PLAN

High School Athletic Association
Toolkit


**FEMALES
INFLAG**

SS 638

Development of Female Flag Football



Implementation of Female Flag Football to their sports offerings.

The toolkit includes practical information such as operating budgets, personnel needs, roster sizes, equipment needs, draft rules, and field requirements. In addition, the toolkit contains a grant process description through which high schools may request assistance from the NFL, NFL FLAG, and NFHS plus a supplemental list of useful resources.

Please note that the materials offered in this document are intended to be informational in nature and to be used as a guide for offering Female Flag Football.

The goal of this initiative is to provide high school females an opportunity to participate and enjoy a fast-paced fun sport that is ultimately sanctioned by the high school athletics associations in all 50 states with its own championship. In addition, the intent of this program is to be diverse and inclusive by offering and promoting football for everyone.

Finally, the sponsors ultimate objective is to create a vertical for Female Flag Football that is played at the club, intramural, high school, collegiate, and international levels.

Thank you for your interest in Female Flag "Football for All!"

General Rules of the Game

High schools will utilize NIRSA rules with modifications. A summary of some of the rules are listed below.

- Contests shall be between 7 players on each team.
- Teams shall have no more than a head coach, assistant head coach and a strength and conditioning coach.
- Contests shall have 2-4 officials including a referee, line judge, and field judge.

Playing Field:

- The playing field shall be marked at 20-yard intervals from the goal lines (see field graphics).
- There shall be 2 hash marks. They shall run parallel with each sideline, located 15 yards "in" from each sideline.
- The 3- and 10-yard lines shall be 2 yards wide and 4" thick. Both 14-yard lines shall be marked with an "X" and shall have a height of 1 yard and a line thickness of 4".
- The end zone shall be marked with 12 pylons placed on the inside corner of the intersections of the sideline with the goal lines and the end lines, and at the intersections of the end lines and hash marks extended. Four soft flexible pylons shall be placed at the inside corner of the intersections of the sideline with the goal lines and end lines, and the intersections of the end lines and the hash marks extended. There shall not be any hard or rigid fixtures located within 5 yards of the sideline or 10 yards of the end lines.
- Contest shall be played with a pebble grained leather or rubber junior size football. Each team shall provide and use its own ball during the contest.

General Rules of the Game

Uniforms:

The following uniforms and equipment will be utilized by all females participating in the sport.

- Teams shall wear contrasting colored jerseys, without pockets, with numbers on both sides of the jersey. Numbers on the back will be a minimum of 8 inches and the front number will be a minimum of 6 inches.
- Teams shall wear pants of a different color than the flags. The pants shall not have pockets.
- Teams shall wear NFL FLAG quick release belt with three flags attached.
- Flags must be a contrasting color to the pants.
- Team members may wear rubber cleats not longer than 6 inch, gloves and a soft rubber hat or headband.
- Players are strongly encouraged to wear a mouthpiece and face shield.
- No roster limit for the regular season. Post-season limits may apply.
- The sport will be played in the fall season.
- Frequency of play limits are set at 14 contests on a minimum of 8 dates.
- Two ball spotters (rubber disc) are required. One color shall mark the offensive scrimmage line and the other color will mark the defensive scrimmage line. The offensive and defensive scrimmage discs will be one yard apart.
- NIRSA rules can be accessed at <http://play.nirsa.net/flag-football/rulebook>.



Estimated Budget



Flag Football Sample Budget

Coaches' stipends (includes benefits)	
One head coach	\$
One assistant coach	\$
Benefits (10%)	\$
Game personnel - Independent contractors	
Two trainers per game- \$25/ hour for 1.5 hours per game	\$
Three officials per game- \$30/game/3 officials for 7 home games	\$
Field Maintenance	\$
Travel for away games	\$
Subtotal Annual Expenses	\$
Equipment	
Footballs- 5 synthetic balls	\$150.00
Uniforms- 25- reversible tops and shorts with mouthguards (\$60 set), additional \$10/player if ordering two sets (one of each color)	\$1,500.00
Flags- 12 sets	\$150.00
Pylons	\$100.00
Yard markers, scrimmage disc	\$100.00
Subtotal One Time Expenses	\$2,000.00
Grand total Expenses	\$
*Number of games per season	14

Grant Submittal Process

The NFL Clubs, NFL and NFL FLAG are providing partial financial support for high schools offering Female Flag Football.

Goals of the grant initiative are:

Provide females the opportunity to learn the game of football

Provide females with an outlet to engage in physical activity

Provide females with the chance to be a part of a team and an organized sport

Foster growth of the sport through the state and beyond

Provide females with a fun and social activity

Grant Specifications & Requirements



- Corporate and not-for-profit support will be in the form of direct financial support or in-kind assistance of equipment and apparel, etc.
- The high school athletic associations will be the grantee and a single grant process will be utilized for all grants.
- Grants will be restricted to Female Flag support and will vary according to financial need and commitment of the high school to offer a unique female sports experience.
- The NFL Clubs will be a major grantor and will require the high school athletic associations grant application to receive funding and an action report after the completion of the Female Flag season.
- Each high school will apply for assistance to their high school athletic association using the online request system.
- The high school athletic association will review applications and recommend grantees to the grantors for approval prior to the grant release.
- The high school athletic association will announce the grantees and their specific grants.

Helpful Resources



Other NFHS resources

www.nfhslearn.com

www.nfhs.org

NIRSA Flag Football Officiating

www.play.nirsa.net/flag-football/officials-resources/

NIRSA rules

www.play.nirsa.net/flag-football/rulebook

To access NIRSA Rulebook, create an account at VitalSource using this [LINK](#). Title -2019 & 2020 NIRSA Flag & Touch Football Rules Book & Officials' Manual

NFL FLAG will provide copies of the NIRSA Rules.

NAIA Women Flag Football

www.naia.org/sports/wflag/index

NFL FLAG

www.nflflag.com

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GIRLS HIGH SCHOOL FLAG FOOTBALL COACHES' MANUAL



Girls High School Flag Football Coaches' Manual

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RULES OVERVIEW

Timing

- Games are 40 minutes/ 2-20 minute halves, running clock till last minute of half/game (3 minutes if overtime is required)
- During final 1 minute of each half the clock will stop and not start until the next snap for the following: 1 minute warning, incomplete pass, out of bounds, score, team timeout, officials timeout, penalty enforcement, touchback and/or change of possession (Clock will stop and restart at the 'Ready for Play' for 1st downs)
- Halftime is 5 minute long
- Each time ball is spotted, team has 25 seconds to snap the ball
- Each team has (3) charged timeouts per game (1 timeout in Overtime)
- Officials may stop the clock at their discretion
- In the event of an injury, the clock will stop and then restart when the injured player is removed from the field
- If one team has at least 19-point margin @ the 1 minute mark or less in the second half the Game is over. Teams may elect to continue play if Coaches/ Teams agree

Scoring

- Touchdown: 6 points
- Safety: 2 points
- Extra point: 1 point from the 3/ 2 points from the 10/ 3 points from the 20
- Overtime winner: Final Score
- If one team has at least 19-point margin @ the 1 minute mark or less in the second half the Game is over. Teams may elect to continue play if Coaches/ Teams agree

Equipment

- Game to played by 2 Teams of 7 players
- Each player to wear issued flag belt and flags with flags positioned on each hip with no excess belt exposed at the connection point
- Players must wear shorts or pants with no pockets
- All players must wear a mouthpiece
- The offense is responsible for the ball

Game Rules

- Belt has 3 Flags/ 7 players on the field
- Center is only player required to be on the line of scrimmage
- Center may have 1 or both knees on the ground at the snap

- Player who receives the snap must be at least 2 yards from the LOS @ the snap
- Handoffs can be made in any direction anywhere on the field
- Passes allowed behind the LOS and anyone is eligible to touch or receive a pass
- It is pass interference if eligible receiver is deflagged prior to touching a legal forward pass
- Screen blocking allowed when stationary or moving provided player has arms/hands inside their framework (Shoulders/hips/knees)
- Defense can rush at all times from 1 yard off LOS
- Kicking Game
 - Prior to the 'Ready for Play" on 4th down offensive Team must declare Punt or Play
 - Teams may elect to Punt on any down
 - Referee will make that announcement and if Punt is declared, the ball must be punted
 - Exceptions: If timeout is called by either team/ the period ends/ a foul occurs/ inadvertent whistle
 - After receiving the snap the punter must punt the ball immediately in a continuous motion
 - Neither team may enter the neutral zone until the ball is punted
 - No fair catches
- Dead Ball
 - Ball hits the ground
 - Flag is pulled
 - Player on the ground (Hand live)
 - Dual possession
 - Muffed punt

Overtime

- Coaches and captains will meet for rules review
- Captains will remain for the coin toss/ Winner to determine offense/defense
- Possession to start at the 20 yard-line
- Each team gets 4 downs to score
- Play to a winner
- 1 timeout per Team

Penalties

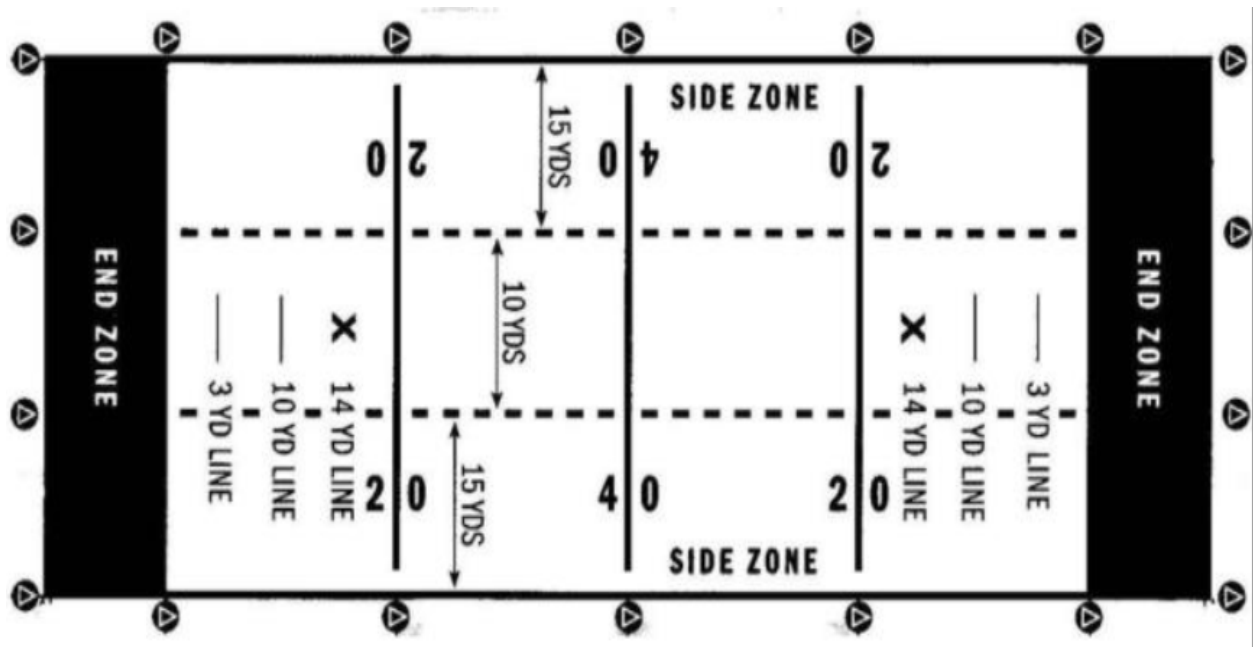
- A runner shall not charge into nor contact an opponent in their path or attempt to run between 2 opponents
- It is illegal to pull flags from an offensive player who does not have possession of the ball
- Roughing the passer and tampering with a flag belt fouls committed by the defense are automatic first downs
- Illegal forward pass, illegal backward pass and tampering with a flag belt fouls committed by the offense are loss of down
- No 15 yard penalties
- All personal fouls are 10 yards
- 4th unsportsmanlike foul by the same Team results in a forfeiture

Disqualification

- Flagrant unsportsmanlike conduct: Fighting, leaving the box to enter the field during fight, intentionally contacting an official
- Flagrant personal foul: tackling a ballcarrier, fighting an opponent, leaving the sideline to participate while the play is live (Nonplayer)

Dimensions / Line to gain

- Field Size 40 yds by 100 yds
- Start @ 14 – 4 downs – 1st down @ 20,40,20





FULL NIRSA RULEBOOK



OFFICIAL NIRSA FLAG FOOTBALL RULES

(Modified by Gwinnett County (GA))

THE GAME, FIELD, PLAYERS AND EQUIPMENT

General Rules

1. The game should be played between 2 teams of 7 players each. Five players are required to avoid a forfeit.
2. The game shall be played under the supervision of 2 to 4 officials.
3. A speaking captain must be selected to make all decisions and shall be the only one who addresses the officials.
4. Team representatives, including players, substitutes, replaced players, coaches, trainers, and other persons affiliated with the team are subject to the rules of the game, and shall be governed by decisions of officials assigned to the game.

The Field

1. The field should be a minimum of 40 yards in width, and contain four (4) twenty (20) yard zones with a ten (10) yard end zone on each end.
2. A one (1) yard wide line should be marked at each end at the three and ten yard lines in the middle of the field. These lines shall be used for the extra point try when a team scores a touchdown.

Game and Player Equipment (Legal)

1. Football - The official ball shall be pebble-grained leather or rubber covered and shall meet the recommendations of size and shape for a regulation football. Men shall use the regular size while women shall use the intermediate, junior, or youth size. The referee shall be the sole judge of any ball offered for play and may change the ball during play at his/her discretion.
2. Spot discs - Two ball spotters (rubber disks) are required. One, which shall mark the offensive scrimmage line. The second will mark the defensive scrimmage line, one yard away from the offensive line of scrimmage.
3. Jerseys - Players of opposing teams must wear contrasting colored jerseys, and/or pinnies.

4. **Pants / Shorts** - Each player must wear pants or shorts without any belt(s), belt loop(s), or exposed drawstrings. The pants or shorts must be a different color than the flags.
5. **Flag belt** - Each player must wear a one-piece belt at the waistline with three flags permanently attached, one flag on each side and one in the center of the back.
Penalty: Dead Ball Foul - Failure to have flag belt legally attached prior to the snap, 5 yards from the succeeding spot.
6. **Gloves** - Players may wear gloves which must consist of a soft, pliable and nonabrasive material
7. **Headwear** – Players are not permitted to wear bandanas. Players may wear knit stocking caps, or elastic headbands. Hats may not have a bill.
8. **Shoes** – Shoes with cleats must be made of soft pliable plastic or rubber. No exposed metal cleats are permitted. (See illegal player equipment)

Game and Player Equipment (Illegal)

1. A player wearing illegal equipment shall not be permitted to play. This applies to any equipment, which, in the opinion of the Referee, is dangerous or confusing.
Types of equipment or substances which shall always be declared illegal include:
 - A. Headgear containing any hard, unyielding, or stiff material, including billed hats.
 - B. Jewelry
 - C. Pads or braces worn above the waist.
 - D. Shoes with metal, ceramic, screw-in, or detachable cleats. Any team found wearing illegal equipment will be penalized 15 yards, and the second warning results in a forfeit.
 - E. Shirts or jerseys, which do not remain, tucked in. Any hood on a coat, sweatshirt, or shirt, which does not remain tucked in.
 - F. Pants or shorts with any belt(s), belt loop(s), pocket(s) or exposed drawstring(s).
 - G. Leg and knee braces made of hard, unyielding material, unless covered on both sides and all edges overlapped, and any other hard substance is covered with at least 1/2 inch of closed cell slow recovery rubber or other material of similar thickness and physical properties.
 - H. Towels attached at the player's waist (flag only).

2. An official time out shall be declared to permit prompt repair of equipment, which becomes illegal or defective through use (except for illegal shoes).

DEFINITIONS OF PLAYING TERMS

Catch - A catch is an act of establishing player possession of a live ball in flight.

Clipping – Clipping is running or diving into the back, or throwing or dropping the body across the back of the leg or legs of an opponent, or pushing an opponent in the back.

Encroachment - Encroachment is a term to indicate a defensive player is illegally in the neutral zone. An entering substitute is not considered to be a player for encroachment restrictions until he/she is on his/her team's side of the neutral zone.

Fair Catch – A signal made by receiving person of a punt in which the receiver cannot run after catching the ball and the ball is immediately down when caught.

Foul – A foul is a rule infraction for which a penalty is assessed.

Fumble - A fumble is a loss of player possession other than by handing passing or kicking the ball.

Goal Line – Each goal line is a vertical plane separating the end zone from the field of play. The plane of goal extends beyond the sideline.

Hurdling - Hurdling is an attempt by a player to jump with one or both feet or knees foremost over a player who is on his/her feet.

Interception - A catch of an opponent's pass or fumble in flight is an interception.

Live Ball - A pass or fumble, which has not yet touched the ground, is a live ball in flight and therefore can be caught and advanced by either team.

Neutral Zone - The neutral zone is the area between the offensive and defensive line of scrimmage that has been established by the spot cone markers and extends to each sideline. It is established when the ball is ready for play.

Pass (Forward and Backward) - A forward pass is a pass thrown with its initial direction toward the opponent's end line. A backward pass is a pass thrown with its initial direction parallel with or toward the passer's end line. A pass continues to be a pass until it is caught or strikes the ground. A backward pass that hits the ground is ruled the same as a fumble. It will be dead at the spot where it strikes the ground.

Penalty – A penalty is a loss imposed by rule upon a team that has committed a foul.

Protective Scrimmage Kick – A punt in which prohibits either team from advancing beyond their scrimmage lines until the ball is kicked.

Punting - A punt is kicking the ball by a player who drops it and kicks it before it hits the ground.

Screen Blocking - Screen Blocking is legally obstructing an opponent without initiating contact with him/her with any part of the screen blocker's body.

Tagging - Tagging is placing one hand anywhere between the shoulders and knees of an opponent with the ball. The tagger may leave his/her feet to make the tag. Pushing, striking, slapping, and holding are not permitted. If a player trips the runner in his/her attempt to make a diving tag, it is a penalty.

Tripping – Tripping is the use of the lower leg or foot to obstruct an opponent, including the runner, below the knee.

PERIODS, TIME FACTORS, SUBSTITUTIONS

1. **Game time is forfeit time.**
2. **Captains Choice and Pinnies** – The second team on the scoresheet shall be the home team and have the choice in the first half or the second half (either a 20 yard line start or defense). Whichever team chooses to start on offense or defense, the other team chooses the direction. The third choice is the Pinnies and can either be worn by either the visiting team or the team which shows up last (referees discretion)
3. **Length of game** - Playing Time shall be 40 minutes, divided into two halves of 20 minutes each. The intermission between halves shall be 2 minutes. When overtime is used, there will be a 3 minute intermission
4. **Shortened Periods** - Before the start of the game, playing time may be shortened by mutual agreement of the field captains and the Referee. Anytime during the game, the playing time of any remaining period(s) may be shortened by mutual agreement of the opposing captains and the Referee.
5. **Extended Periods** - A half may be extended by an untimed down when, during the last timed down, one of the following occurred:
 - A. If there was a foul by either team and the penalty is accepted.

- B. If there was a double foul.
 - C. If there was an inadvertent whistle and the down is to be replayed.
 - D. If a touchdown was scored, the try is attempted unless the touchdown is scored during the last down of the second half and the point(s) would not affect the outcome of the game or playoff qualifying.
6. **Continuous Clock** - The Clock will start when the ball is legally snapped. It will run continuously for the first 19 minutes unless it is stopped for:
- A. Team time-out (clock resumes on snap of next play)
 - B. Referee's time-out (clock resumes on official's ready to play whistle)
7. **2-Minute Warning** - Approximately 2 minutes before the end of each half the Referee shall stop the clock and inform both captains of the playing time remaining in that half. The Back Judge will announce to the captains the remaining time and status of the clock after every play during the final 2 minutes.
8. **Stopped Clock** - During the final 1 minute of each half the clock will stop for the following and resume on the snap of the next play unless otherwise noted:
- A. Incomplete Pass
 - B. Out-of-Bounds
 - C. Score (touchdown or safety)
 - D. Team time-out
 - E. Fair Catch
 - F. Penalty and administration
 - G. Referee's Time-out - starts at his/her discretion
 - H. Touchback
 - I. Change of Possession
 - J. Team attempting to conserve time illegally
9. **Timing Errors** - The Referee shall have the authority to correct obvious timing errors if discovery is prior to the second live ball following the error unless the period had officially ended.
10. **Tie Game** - In case of a playoff game ending in a tie score, (regular season does not have over time) the officials must bring all players and coaches of both teams to the center of the field. They will discuss the tiebreaker procedures and answer all questions prior to the coin toss. After this meeting the field captains will stay while the remaining players and coaches return to their respective sidelines.
- A. A coin will be flipped or odd/even choice by the captain will determine the options as in the start of the game. The winner of the toss shall be given the options of offense, defense, or direction. The loser of the toss shall make a

choice of the remaining options. Each overtime period begins with a coin toss or odd/even choice.

B. ALL OVERTIME PERIODS ARE PLAYED TOWARD THE SAME GOAL LINE.

C. Unless moved by penalty, each team will start 1st and goal from the 20 yard line. The object will be to score a touchdown. An overtime period consists of one possession by each time. If the score is still tied after one period, they go to a second period or as many as needed to determine a winner. If the first team which is awarded the ball scores, the opponent still has a chance to win the game. If the defense intercepts the pass or fumble and returns it for a touchdown, they win the game. If they do not return the interception for a touchdown, the ball will belong to the defense, as the offense did not convert their chance. They must convert to win or another period starts. Each team in entitled to one time-out per overtime period.

D. Penalties - The offense should be awarded a new series of 4 downs when the penalty for defensive pass interference or roughing the passer is accepted. Dead ball fouls following a successful try will be penalized from the succeeding spot.

11. Time-Outs – Each team is entitled to 2 charged timeouts per game.

A. The Referee shall declare time-out when he/she suspends the play for any reason. Each time-out shall be charged either to the Referee or one of the teams.

B. The Referee shall declare an official's time-out when a team is illegally conserving time and administer a five-yard penalty.

C. The Referee may declare an official's time-out for any contingency not covered elsewhere by the Rules.

D. Coach-Referee Conference - When a team requests a charged time-out for a misapplication or misinterpretation of a rule, the Referee will confer with the IM supervisor and team captain or coach. The request must be made prior to the time the ball becomes alive following the play to be reviewed unless the period has officially ended. At the end of the half the team has until the first snap of the second half to protest.

E. An injured or apparently injured player, who is discovered by an official while the ball is dead and the clock is stopped, shall be replaced for at least one down unless the halftime or overtime intermission occurs. A player who is bleeding, has an open wound, or has blood on the uniform shall be considered injured.

12. Delays

Delay of Game - The ball must be put in play promptly and legally and any action or inaction by either team, which tends to prevent this, is a delay of game. This includes:

- A. Failure to snap or free kick within 25 seconds after the ball is ready for play.
- B. Putting the ball in play before it is declared ready for play.
- C. Deliberately advancing the ball after it has been declared dead.

Unfair Tactics - The Referee may order the game clock started or stopped whenever, in his/her opinion, either team is trying to conserve or consume playing time by tactics obviously unfair.

Penalty: Delay of Game, 5 yards from previous spot.

13. **Substitutions** - No substitute shall enter during a down. All substitutions must enter the game during a dead ball.

SERIES OF DOWNS, NUMBER OF DOWN, & THE TEAM POSSESSION AFTER PENALTY

1. Each team receives four (4) downs to pass the zone-line-to-gain or endzone.
2. The zone line-to-gain in any series shall be the zone in advance of the ball, unless distance has been lost due to penalty or failure to gain. In such case, the original zone in advance of the ball at the beginning of the series of downs is the zone line-to-gain. The most forward point of the ball, when declared dead between the goal lines, shall be the determining factor.
3. A new series of downs shall be awarded when a team moves the ball into the next zone on a play free from penalty; or a penalty against the opponents moves the ball into the next zone; or an accepted penalty against the opponents involves an automatic first down; or either team has obtained legal possession of a ball as a result of a penalty, free kick, protected scrimmage kick, touchback, pass interception, or failure to gain the zone in advance of the ball.

4. If offsetting fouls occur during a down, that down shall be repeated.

Exception: If each team fouls during a down in which there is a change of team possession, the team last gaining possession may retain the ball, provided its foul was not prior to the final change of possession and it declines all penalties for its opponent's fouls, other than unsportsmanlike.

KICKING THE BALL AND FAIR CATCH

Protected Scrimmage Kick

1. Prior to making the ball ready for play on fourth down, the Referee must ask the offense if he/she wants a protected kick (punt). The Referee must communicate this decision to the defensive captain and the other officials.
2. The offense must have all field players (typically 6) except the punter on the line of scrimmage. The defense must have at least 5 players within 1 yard of their scrimmage line. All players on the line of scrimmages must remain motionless until the kick is made. A line player may not raise his/her arms to distract the kicker or block the kick.
Penalty: Illegal Procedure, 5 yards from the previous spot.
3. The kicker must be at least 5 yards behind the scrimmage line when receiving the snap. After receiving the snap, the kicker must kick the ball immediately and in a continuous motion.
4. Any kick caught by the kicking team behind the line of scrimmage cannot be advanced.

Fair Catch

1. Any receiver may signal for a fair catch while any kick is in flight and is beyond the kicker's free kick line.
2. If any receiver gives a valid signal for a fair catch and catches the kick beyond the kicker's line and between the goal lines, it is a fair catch and the ball becomes dead.
3. After a valid fair catch signal by any member of the receiving team, no receiver may advance the ball. When receiving a protected kick the receiver may call for a fair catch. The player must signal intention by extending one arm above his/her head and waving laterally from side to side more than once.
4. An invalid fair catch signal is any signal by a receiver before the kick is caught or recovered that does not meet the requirements of a valid signal or after the kick has touched a receiver or the ground.

SNAPPING, HANDLING, PASSING, RECEIVING, RUNNING THE BALL

Prior to the Snap

1. Following the ready for play and until the snap, no player on defense may encroach, touch the ball, nor may any player contact opponents or in any other way interfere with them. This includes standing in the neutral zone to give defensive signals, or shifting through the zone. After the snapper has placed his/her hands on the ball, it is encroachment for any player to break the scrimmage line plane, except for the snapper's right to be over the ball. Penalty: Dead Ball Foul, Encroachment, 5 yards from the previous spot.
2. The snapper, after assuming position for the snap and adjusting the ball, may neither move nor change the position of the ball in a manner simulating the beginning of a play until it is snapped. An infraction of this provision may be penalized, whether or not the ball is snapped, and the penalty for any resultant encroachment or contact foul by an opponent shall be cancelled.

Position and Action during the Snap

1. The offensive team must have at least 4 players on their scrimmage line at the snap.
Penalty: Illegal Procedure, 5 yards from previous spot
2. All offensive players must be within 15 yards of the ball.
Penalty: Illegal Procedure, 5 yards from previous spot
3. One offensive player may be in motion, but not in motion toward the opponent's goal line.
Penalty: Illegal Motion, 5 yards from previous spot
4. The player who receives the snap must be at least two yards behind the offensive scrimmage.
Penalty: Illegal Procedure, 5 yards from previous spot
5. In a snap preceded by a huddle or shift, all offensive players must come to a complete stop and remain stationary in legal position without movement of feet, body, head, arms for at least one full second before the snap.
Penalty – Illegal Motion, 5 yards from previous spot

Passing and Receiving

1. There is no diving while running with the ball. A receiver may dive to catch a ball. A defensive player may dive for to try to remove a flag.

2. A runner may pass the ball backward or lose player possession by a fumble at anytime except if intentionally thrown out-of-bounds to conserve time or to avoid being deflagged/tagged.
3. A backward pass or fumble which touches the ground between the goal lines is dead at the spot where it touches the ground and belongs to the last team in possession unless lost on downs.
4. A backward pass or fumble that goes out-of -bounds between the goal lines belongs to the team last in possession at the out-of -bounds spot. If out-of bounds behind a goal line, it is a touchback or safety.
5. If an offensive player fumbles the ball prior to reaching the end zone and the ball lands in the end zone, the offensive team shall retain possession at the spot of the fumble.
6. All players are eligible to catch a pass.
7. A forward pass is illegal:
 - A. If the passer's foot is beyond the line of scrimmage.
 - B. If intentionally thrown to the ground or out-of-bounds to save loss of yardage.
 - C. If there is more than one forward pass per down.
8. The line of scrimmage remains throughout the play. A team may advance the ball across the line of scrimmage by laterals or runs, and then lateral the ball behind the line for a forward pass attempt.
9. If a player attempts a catch or intercept while in the air, the player must contact the ground inbounds with the ball in his/her possession prior to touching out-of-bounds, unless an opponent's contact causes him/her to first touch out-of- bounds.
 - A. If one foot first lands in-bounds and the receiver has possession and control of the ball, it is a catch or interception although a subsequent step or fall takes the receiver out-of-bounds.
 - B. A loss of ball simultaneously with returning to the ground is not a catch or interception.
10. A player may, while jumping in the air to attempt a catch, may pass (tip) the ball forward provided he/she has not touched the ground yet.
11. Pass Interference - Contact that interferes with an eligible receiver who is beyond the line of scrimmage is pass interference unless it occurs when 2 or more eligible receivers make a simultaneous and bona fide attempt to reach, catch, or bat a pass. It is

also pass interference if an eligible receiver is deflagged/tagged prior to touching the ball on a pass thrown beyond the line of scrimmage.

A. Offensive Pass Interference - after the ball is snapped, and until a receiver has touched it, there shall be no offensive pass interference beyond the line of scrimmage.

Penalty: Offensive Pass Interference, 10 yards from previous spot, loss of down

B. Defensive Pass Interference - after the pass is thrown, and until it is touched, there shall be no defensive pass interference beyond the line of scrimmage while the ball is in flight.

Penalty: Defensive Pass Interference, 10 yards from previous spot, automatic first down

12. Roughing the passer – Defensive players must make a definite effort to avoid charging into the passer after it is clear the ball has been thrown, also there should be no attempts to hit the player's arm during a throwing motion.

Penalty: Roughing the Passer, 10 yards, automatic first down

Running and Flag Belt Removal

1. Flag Belt Removal - When the flag belt is clearly taken from the runner in possession of the ball, the down shall end and the ball is declared dead. A player who removes the flag belt from the runner should immediately hold the flag belt above his/her head to assist the official in locating the spot where the capture occurred.

A. Players must have possession of the ball before they can legally be deflagged.

B. When a runner loses his/her flag belt either accidentally, inadvertently (not removed by grabbing or pulling), or on purpose, play continues. The deflagging reverts to a one-hand tag of the runner between the shoulders and knees.

C. In circumstances where a flag belt is removed illegally, play should continue with the option of the penalty or the play.

D. A defensive player intentionally pulling a flag belt from an offensive player without the ball is illegal. The official shall warn the team, any further penalty will result in an unsportsmanlike conduct.

E. Tampering with the flag belt in any way to gain an advantage including tying, using foreign materials, or other such acts is illegal.

F. A player may leave his/her feet when trying to remove the flag.

2. Contact - In an attempt to remove the flag belt from a runner, defensive players may contact the body and shoulders, but not the face, neck or any part of the head of an

opponent with their hands. A defensive player may not hold, push, or knock the runner down in an attempt to remove the flag belt.

Penalty: Defensive Holding, 10 yards from spot

3. **Flag Guarding** - A runner shall not flag guard by using their hands, arms, or the ball to deny the opportunity for an opponent to pull or remove the flag belt. A player may use a spin move, however; must keep their arms away from their flag to avoid flag guarding.

Penalty: Flag guarding, 10 yards from the spot of the penalty.

4. **Face Guarding** – A defensive player may not use their arms and hands to intentionally obstruct the receiver’s view of the ball.

Penalty: Face guarding, 10 yards, automatic first down.

5. **Stiff Arm** – A runner shall be prohibited from contacting an opponent with an extended hand or arm which includes the use of a “stiff arm” to flag guard

Penalty: Stiff Arm, 10 yards from the spot of the penalty

6. **Helping the runner** – A player shall not grasp, pull, push or aid any teammate runner.

Penalty: Helping the Runner, 5 yards from spot of the penalty.

BLOCKING

1. **Offense Blocking** – The offensive blocking shall take place without contact. The blocker shall have his/her hands and arms at his/her side or behind his/her back. Any use of the hands, arms, elbows, legs, or body to initiate contact during an offensive block is illegal.

Penalty: Personal Foul, 10 yards from the spot of the penalty

2. **Interlock Blocking** - Teammates of a runner or passer may interfere for him/her by screen blocking, but shall not use interlocked interference by grasping or encircling one another in any manner.

3. **Defensive Rush and Use of Hands** – Defensive players must attempt to go around the offensive blocker. Defensive players must not use any part of his/her arms, hands, elbows, or any part of the body to contact the offensive player.

Penalty: Personal Foul, 10 yards from previous spot

SCORING PLAYS AND TOUCHBACKS

Mercy Rule

1. If a team is 19 or more points ahead with 5 minutes to go in the second half, the game shall be officially called.
2. If a team scores during the last 5 minutes of the second half and that score creates a point differential of 19 or more the game shall end at that point.
3. The team can still play if they want.

(Service to participate) Touchdown

1. All touchdowns are 6 points
2. A touchdown shall be scored when a legal forward pass is completed or a fumble or backward pass is caught behind the opponent's goal line or when a player is legally in possession of the ball and penetrates the vertical plane of the opponent's goal line

Extra Point Try = 1, 2, or 3 Points

1. An opportunity to score 1 point from the 3-yard line or 2 points from the 10 yard line, or 3 points from the 20 yard line shall be granted to the team scoring a touchdown. While time is out there shall be one scrimmage play, unless changed by penalty.
2. The Referee must speak to the field captain, asking him/her whether the try shall be from the 3 or 10-yard line. Once the scoring team makes the choice, he/she may change the decision only by taking a charged team time out.
3. If a double foul occurs during the down, the down shall be replayed. When a distance penalty is incurred by the offense during a successful try, the down will be repeated, if accepted. However, if the offense penalty carries a loss of down, the try has ended and will not be repeated.

Safety = 2 points

1. It is a safety when a runner carries the ball from the field of play to or across his/her own goal line, and it becomes dead there in his/her team's possession.

Exception: Momentum Rule

2. A safety is also when an offensive player commits a foul for which the penalty is accepted and the measurement is from the spot of the foul that is in the end zone.
3. When a safety is scored, the ball belongs to the defending team, and they shall put the ball in play from the 20 yard line.

CONDUCT OF PLAYERS AND OTHERS

Unsportsmanlike Conduct

1. No player shall commit non-contact acts during a period or intermission. Examples include, but are not limited to:

- A. Any acts of unfair play.
- B. Using disconcerting acts or words prior to the snap in an attempt to interfere with the offense's signals or movements.
- C. Intentionally kicking at any opposing player.
- D. Intentionally swinging an arm, hand or fist at any opposing player.

2. Dead Ball Player Fouls

- A. Intentionally kicking the ball.
- B. Spike the ball into the ground.
- C. Throw the ball high into the air.

3. Prohibited Acts - There shall be no unsportsmanlike conduct by players, substitutes, coaches or others subject to the Rules. Examples include, but are not limited to:

- A. Attempting to influence a decision by an official.
- B. Disrespectfully addressing an official.
- C. Indicating objections to an official's decision.
- D. Holding an unauthorized conference, or being on the field illegally.
- E. Using profanity, insulting or vulgar language or gestures.
- F. Intentionally contacting a game official physically during the game by persons subject to the rules.

Personal Fouls

1. No player shall commit a personal foul during a period or an intermission. Any act prohibited hereunder or any other act of unnecessary roughness is a personal foul.

No player shall:

- A. Punch, strike, strip, steal, or attempt to steal the ball from a player in possession.
- B. Trip an opponent.
- C. Contact an opponent who is on the ground.
- D. Throw the runner to the ground.
- E. Hurdle any other player.
- F. Contact an opponent either before or after the ball is declared dead.

G. Make any contact with an opponent that is deemed unnecessary of any nature including using fists, locked hands, elbows, or any part of the forearm or hand, except according to Flag Rules.

H. Deliberately drive or run into a defensive player.

I. Clip an opponent.

J. Tackling the runner.

ENFORCEMENT OF PENALTIES

1. **Captain's Choice** - When a foul occurs during a live ball, the referee shall, at the end of the down, notify both captains. The referee shall inform the captain of the offended team regarding the rights of penalty acceptance or declination and shall indicate to him/her the number of the ensuing down, distance to be gained, and status of the ball for each available choice. The distance penalty for any foul may be declined. If the penalty is declined or if there is a double foul, there is no loss of distance. A captain's choice of options may not be revoked.

2. **Live Ball Fouls** – Any live ball foul is penalized according to the all-but one enforcement principle, except:
 - A. A foul that occurs simultaneously with the snap or free kick is penalized from the previous spot.
 - B. A non-player foul, unsportsmanlike foul, or dead ball foul is penalized from the succeeding spot.

3. **Dead Ball Fouls** – When a foul occurs during a dead ball either between downs or before a snap or free kick, the officials shall not permit the ball to become live.

4. **Establish Zone-line-to-gain** - On a live ball foul mark off the penalty yardage first, then establish the zone line to gain. However, with a dead ball foul, establish the zone line to gain first, and then mark off the penalty yardage.

5. **All-But-One Principle** - Enforcement philosophy is based on the fact that a team is given the advantage of the distance that is gained without assistance of a foul. It is assumed that the only foul that would give this aid is a foul by the offense behind the basic spot. Therefore, all fouls but this one, that is a foul by the offense behind the basic spot, are penalized from the basic spot. This one foul is penalized from the spot of the foul.

6. **Loose Ball Play** – If a foul occurs during a loose ball play, the basic enforcement spot is the previous spot either the spot of the snap or the free kick.

7. **Running Play** – If a foul occurs during a running play, the basic enforcement spot is the spot where the related run ends.

8. **Half the Distance** - A measurement cannot take the ball more than half the distance from the enforcement spot to the offending team's goal line. If the penalty is greater than this, the ball is placed halfway between the enforcement spot and the goal line.

9. **Safety / Goal Line** - If the offensive team throws an illegal forward pass from its end zone or commits any other foul for which the penalty is accepted and measurement is from or behind its goal line which is now the basic spot, it is a safety. For a defensive team foul, if the enforcement spot that is now the basic spot is on or behind the offended team's goal line any measurement is from the goal line.

10. **Foul on a Score** - If there is a player foul by the offensive team other than unsportsmanlike or nonplayer, during a down which results in a successful touchdown or try, the acceptance of the penalty nullifies the score. If there is a player *foul* by the defensive team, other than unsportsmanlike or non-player, during a down which results in a successful touchdown or try, the penalty is automatically declined.

11. **Foul Prior to a Try** - When a foul occurs after a touchdown and before the ball is ready for play for the try, the enforcement is at the succeeding spot where the ball will be next snapped for the try, usually the 3 or 10 yard line.

12. **Double Foul** - It is a double foul if both teams commit fouls, other than unsportsmanlike or nonplayer, during the same live ball period in which:

A. There is no change of possession.

B. There is a change of possession, and the team in possession at the end of the down fouls prior to final change of possession.

C. There is a change of possession and the team in final possession accepts the penalty for its opponent's foul.

In all three the penalties cancel and the down is replayed.

EXCEPTION: If each team fouls during a down in which there is a change of team possession, the team last gaining possession may retain the ball, provided its foul is not prior to the final change of possession and it declined the penalty for its opponents foul(s), other than unsportsmanlike or nonplayer.

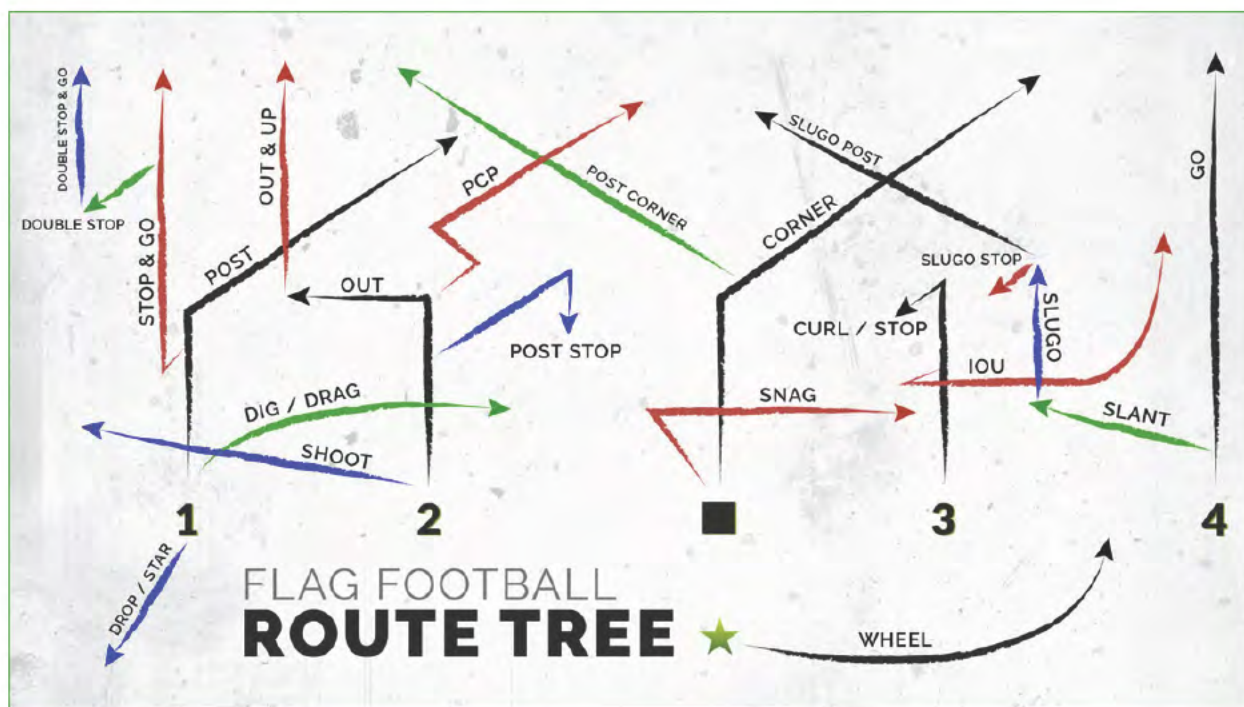
13. **Multiple Live Ball Fouls** - When 2 or more live ball fouls are committed by the same team, only one penalty may be chosen except when a foul(s) for unsportsmanlike or nonplayer conduct occurs. In such cases, the penalty/penalties for the unsportsmanlike conduct or nonplayer fouls are administered from the succeeding spot as a dead ball foul.

14. **Multiple Dead Ball Fouls** - Penalties for dead ball fouls are administered separately and in the order of occurrence. Dead ball fouls are not coupled with live ball fouls or other dead ball fouls to create double or multiple fouls. Penalize all unsportsmanlike and nonplayer fouls separately.



KEY DEFENSIVE STRATEGIES

ROUTE TREE



BALL CARRIER MOVEMENTS

- Spin Moves
- Juke/Jump Cuts
- The "Dip"



FLAG PULLING

- Eyes on near hip
- Near foot, near shoulder
- 2 hands for the flag or go for both flags



RUSHING THE PASSER

- Principles of Rushing
- Line up as close as 1 yd from LOS
- Number's game
- Angles/Pursuit





PRACTICE PLANS

PRACTICE PLAN #1

Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	Station 1- Wide Receivers Station 2- Running Backs Station 3- Centers Station 4- Quarterbacks *10 minutes each station, then rotate	How to catch a football Link Running Back Drill Link How to snap a football Link How to throw a football Link
6:00	Water Break	
6:05	(All) Route Running	Route Running Link
6:25	Water Break	
6:30	(All) Flag Pulling Drills	Flag Pulling Drills
6:55	Closing Remarks	

PRACTICE PLAN #2

Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	Flag Pulling Drills- 3 Stations (13 minutes each)	-Flag A Tag -1 on 1 -Sideline Drill
6:00	Water Break	
6:05	(All) Screen Blocking	-Demo -Movements -Drills
6:25	Water Break	
6:30	(All) Defensive Coverages	- Zones -Man to Man -Explanations -Shifts
6:55	Closing Remarks	

PRACTICE PLAN #3

Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	3 Stations- Center/QB WR/DB Rusher/Blocking (Stay in those groups)	-Individual Groups (Position Specific) -Have designed drills for each group to practice during this time
6:00	Water Break	
6:05	(All) Special Teams	One group all together, explaining Punt Formation and Punt Return
6:25	Water Break	
6:30	Offense / Defense Split	- Formations, lining up, different coverage packages, and shifts
6:55	Closing Remarks	

PRACTICE PLAN #4

Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	1 on 1 's Offense-Center/QB/WR Defense-Rusher/DB	Two Groups - O and D Live 1 on 1's (Really 3 vs 2) Center to QB, QB to WR Live Rush and Coverage
6:00	Water Break	
6:05	All Flag Pulling /Ball Carrier Movements	-Drill for both the Defense and Offense -Ball Carriers must make a move (Spin, Juke, Dip) -Defense must try to get flag. 1v1 Drill all together -Could do two stations of the same thing
6:25	Water Break	
6:30	(All) Live Scrimmage	-Break up into O and D and spend 10 minutes amongst group, planning. -The remaining time live scrimmage
6:55	Closing Remarks	

PRACTICE PLAN #5

Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	Offense / Defense Playbooks	-Break up into two groups -Use this time to introduce the play book, scheme, and formations
6:00	Water Break	
6:05	(All) Semi-Live Scrimmage	Use the playbooks and time you just spent to see what it produces on the field in semi live format
6:25	Water Break	
6:30	(All) Flag Pulling Competitions	Flag-A-Tag or others
6:55	Closing Remarks	

PRACTICE PLAN #6

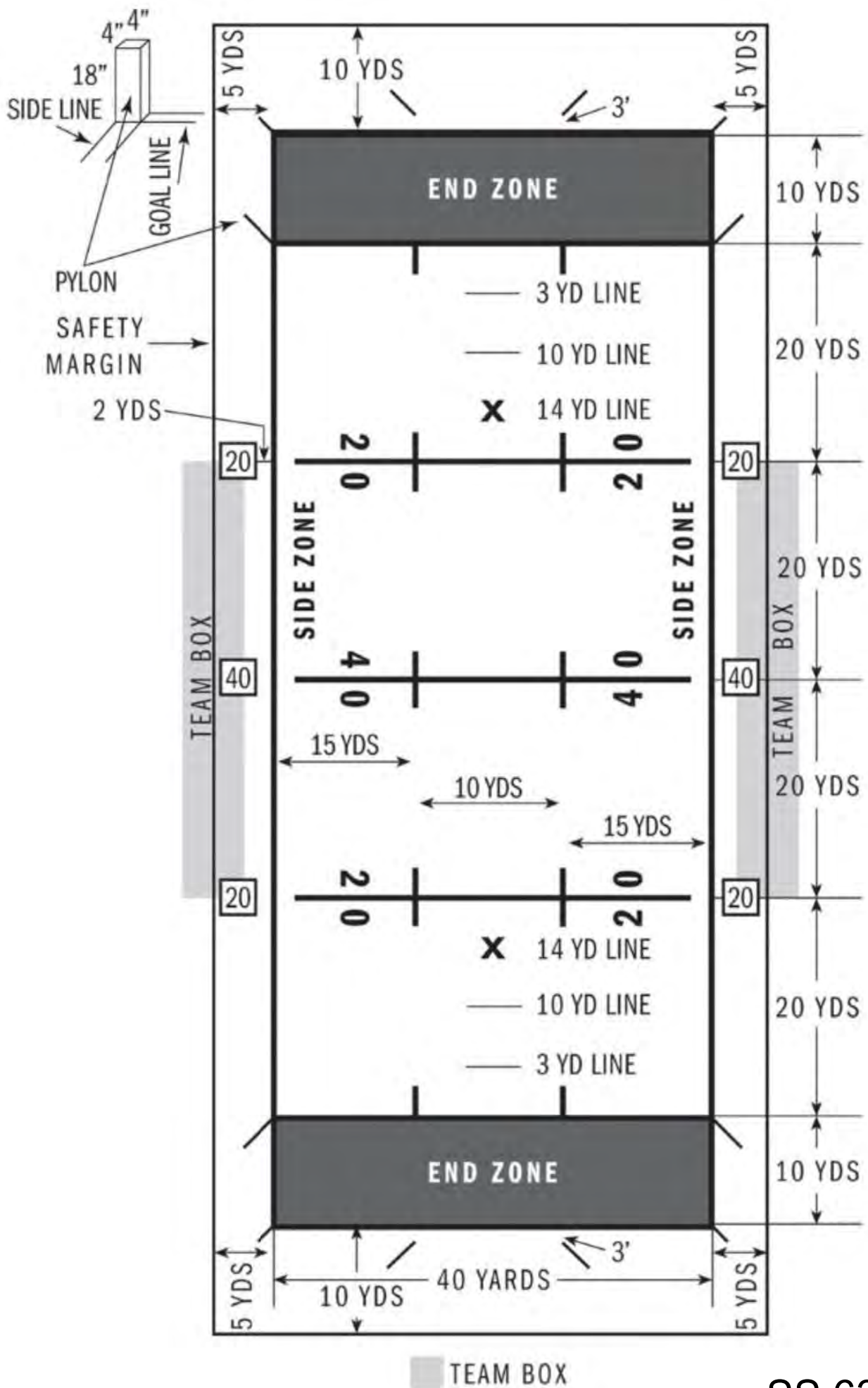
Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	Individual Groups Center/Punter/Returners QB/Center/WR DB/Rushers	-Routes, Snaps, Punts, Punt Returns, Rushing, Coverage -Stay in groups for duration
6:00	Water Break	
6:05	All Live Pocket/Roll out Drill	-Designed for QB's to practice but all to attend -Go through taking Live snaps, With live rushers and live blockers -Get QB Stepping up or rolling out, Get Lineman to practice releasing down field
6:25	Water Break	
6:30	(All) Live Scrimmage	Spend this time to go live. Play the exact game format of the 1 st half
6:55	Closing Remarks	

PRACTICE PLAN #7

Time	Drills	Links
5:00	Warm Up: Dynamic Stretching Routine - Conditioning Drills and Agility Drills	Conditioning Drills Link Agility Drills Link
5:15	Water Break	
5:20	Flag Pulling 2-3 Stations	Select your 2-3 Stations and rotate between each station
6:00	Water Break	
6:05	(All) Situational Live Scrimmage	Spend 20 minutes putting the offense or defense into different scenarios and then run a live play. Spend a moment coaching up the team on that specific play
6:25	Water Break	
6:30	(All) Live Scrimmage	Spend this time to go live using your playbook
6:55	Closing Remarks	



SS 638





New Member School Evaluation Form

School Name Aveson Global Leadership Academy

Principal Dr. Debra Powell Yrs. as Principal 1 CIF/Athletic Background? **Yes**

Athletic Director Eric Kinley Yrs. as A.D. 17 CIF/Athletic Background? **Yes**

Date of Contact 5-4-22 Notes

Visit/Phone 5-4-22 Site Visit

Visit/Phone 5-6-22 Email/Phone

Enrollment	Current	Next Year	Target
Grade 9	35	49	75
Grade 10	32	35	75
Grade 11	29	32	75
Grade 12	31	29	75

Sports Fielded: Badminton, Baseball, Basketball, Cheer, Cross Country, Field Hockey, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
Cross Country	Volleyball	Cross Country	
Basketball		Basketball	Basketball
Soccer		Soccer	
Track		Volleyball	Volleyball
COED Golf		Track	

Current Athletic Competition: This currently includes some limited on campus intramurals.

Facilities: Limited on campus facilities. Loma Alta Park has a gymnasium that would be used for Volleyball and Basketball practices and competition. Cross Country practice would also take place at Loma Alta Park. Charles White Park could potentially be used for Soccer although soccer goals would have to be purchased for use at the park. The school would look to partner with a local golf course for the golf program.

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Comments:

- Eric Kinley (AD) has been with the school for 17 years and has coached basketball at various CIF southern section schools. He has some familiarity with the processes of CIF.
- Dr. Debra Powell (Principal) is very supportive of the athletic program and its efforts to move forward. Being a well accomplished athlete herself she understands the value of athletics in kids' lives. She indicates a commitment to athletics and what is required of a CIF member school.

- The school community is asking for a program so they have a place to participate. It would be an attractive addition to the school in order to both retain and attract students in the future.
- Administration is confident there would be strong community and financial support for the school in the event they are able to add athletics.
- There are a number of on-campus staff members with coaching experience that they would like to use in various coaching positions.
- The school was previously a CIF member competing as recently as 17-18 in boys basketball and softball and 16-17 in boy and girls volleyball and girls basketball.
- They feel the time is right to add athletics now that there are less challenges in place related to the Covid pandemic.
- The school has much planning to do to get programs in place for next school year but are willing to do what is necessary.

Membership Recommendation: Full Membership **X Probationary Membership** Do not Recommend Membership

David Parkes



Executive Committee Member - Area Representative (Please sign and print name)

Revised 4/6/2022



CIF Southern Section Application for Membership 2022-23 School Year

ALL INFORMATION MUST BE TYPED

Name of School _____

Street Address _____

City and Zip Code _____

School Telephone _____ Athletic Telephone _____ Fax _____

School Website _____

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls

Number of Students per Grade (Current Year) 9th _____ 10th _____ 11th _____ 12th _____

Total Number of Current Year Students _____

Anticipated Future Enrollment 3 Years Hence _____ 5 Years Hence _____

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

Athletic Administration

Name of Principal _____

Principal's email _____

Name of Athletic Director _____

Athletic Director's email _____

Accreditation

Name and Address of Accrediting Organization _____

Facilities

Sport

Practice Facility

Game Site and Location

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country			Winter	Basketball		
	Field Hockey				Soccer		
	Football				Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field						
	Traditional Competitive Cheer						
	Beach Volleyball						
	Volleyball						

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by October 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: APRIL 1


1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.



Signature of Administrator of School (Superintendent/Principal)

Name of School

Date



Signature of Officer (Board/Trustee Officer)
Aveson Charter Schools Board of Directors

Name of District Board

3/29/2022

Date

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date				
_____	Denied			
Commissioner of Athletics		Area Placement	_____	



California Department of Education
CALPADS/CBEDS/CDS Operations Office

2021-22 CBEDS - Online Reporting Application (CBEDS-ORA)

Certification Receipt

[Edit](#) | [Reports](#) | [Certify Data](#) | [Advanced Features](#) | [Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logoff](#)

LEA Name: Aveson Global Leadership Academy
CDS Code: 19648810113464

Congratulations! You have completed your 2021-2022 CBEDS-ORA submission.

This local educational agency (LEA) certified on 10/20/2021 at 2:08:12 PM

You have entered School Information Form (SIF) data for **1** school.

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



Dr. Debra Powell

618.741.7506

debrapowell32@gmail.com

855 Wilcox Ave,
Unit 303
Los Angeles, CA 90038

SUMMARY

Goal-oriented and financially-astute professional bringing advanced proficiency in allocation and management of educational organization resources. Well-versed in standards and state, federal and local regulations and skilled in implementing academic achievement plans and programs. Educational and organizational leader offering 16 years of career excellence demonstrating in-depth knowledge of community involvement methods and proposal writing focused on delivering highly-successful fundraising outcomes.

SKILLS

- Team Building
- Budget Creation
- Change Management
- Communication & Interpersonal Skills
- Community Development
- Conflict Resolution
- Curriculum & Instruction
- Data Analysis
- Data-Driven Decision Making
- Innovation and Reform
- Instructional Leadership
- Media Relations
- Organizational Development
- Problem-Solving
- Process Development
- Strategic Planning
- Academic, Team Building, Research
- Administrative, Leadership, Safety
- Agency, Team leader, Staff development
- AVID, Director, Staffing
- Broadcast, Media Relations
- Budget, Meetings, Strategic Planning
- Change Management, Mentor, teacher
- Coaching, Mentoring, Technical training
- Organizational Development
- Data Analysis and Policies
- Data collection, Problem resolution
- Decision Making, Problem-Solving
- Human Resources
- Public speaking
- Employee performance evaluations
- Curriculum development and oversight
- Annual reviews
- Technology integrations
- School community relations
- Staff and educator guidance
- Student performance data
- School culture
- Team collaboration
- Employee oversight
- Organizational Management

- Information Systems and Quality Accountability

EXPERIENCE

Interim Site Director

Altadena, CA

Aveson Charter Schools/ January - Present

Oversee operations of our Aveson Global Leadership Academy (Grades 6-12)

Interim Director of Curriculum & Instruction

Altadena, CA

Aveson Charter Schools/ October - December

Provide professional development and resources for effective implementation of Personalized Mastery Learning

Superintendent

Lexington, MS

Holmes County Consolidate School District/ May 2021 – August 2021

Carry out the vision of the school board. Manage and make the decision on operations of educational programs, budget, facilities, and district staff.

Managing Partner

Nashville, TN

VoiceSpeaks, Inc., December 2020 – present

Provide professional development training for teachers

Principal

Lexington, MS

Holmes County Consolidated School District/ Jul 2019 to Jun 2020

- Outlined, implemented and maintained personnel-related policies and procedures.
- Visited classrooms evaluate teacher instructional techniques as part of annual evaluation cycle.
- Managed school administration operations and organized teacher schedules, student registration processes and class orientation sessions.
- Developed and managed budgets for academic and student affairs.
- Facilitated staff meetings to convey policy changes and hear employee input.
- Monitored and evaluated performance of school employees.
- Instructed teachers on classroom management, behavior and instructional strategies.
- Presented resources and opportunities to teaching staff for further professional development and curriculum training courses.

- Developed positive relationships with school students, teachers and local community.
- Encouraged and voiced positive feedback to mentor and motivate new teachers.
- Coordinated with school personnel, parents and students to determine disciplinary actions for behavioral issues.
- Oversaw school budgets, documented changes and tracked expenses to allocate and manage school funds.
- Informed students and parents of policies and procedures regarding student behavior and disciplinary actions.
- Guided instruction by mentoring teachers to improve leadership and teaching effectiveness.
- Collaborated with various departments to support and establish programs, lessons and student activities.
- Evaluated student behavior issues by reviewing established discipline standards and noting trends in infractions.
- Developed and implemented standards for student academic achievement aligned with district, state and local initiatives.
- Oversaw and guided all school employees while giving friendly and focused feedback for performance improvements.
- Reviewed standardized test results to assess student progress and academic performance.
- Oversaw afterschool programs and monitored activities for safe and encouraging learning environment.
- Interacted positively with staff to demonstrate professional conduct expectations of teaching and administrative personnel.
- Resolved various situations to cultivate strong student and parent relationships.
- Devised and prepared comprehensive budgets for school in collaboration with stakeholders.
- Directed school human resources including hiring, training, policy enforcement and legal compliance for school employing over 90 staff members.
- Developed platform for instructional practices design through data-driven decision-making.
- Monitored student discipline actions and worked with teachers to standardize behavior requirements across school.
- Presented school budget and disseminated to all school board members for review and approval.

Principal

Kansas , MO

Kansas City Public Schools/ Jul 2017 to Jun 2019

- Instructed teachers on classroom management, behavior and instructional strategies.
- Managed student health, counseling, and psychological services.
- Visited classrooms to evaluate teacher instructional techniques as part of annual evaluation cycle.

- Facilitated staff meetings to convey policy changes and hear employee input.
- Developed and managed budgets for academic and student affairs.
- Outlined, implemented and maintained personnel-related policies and procedures.
- Monitored and evaluated performance of school employees.
- Managed school administration operations and organized teacher schedules, student registration processes and class orientation sessions.
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- Coordinated with school personnel, parents and students to determine disciplinary actions for behavioral issues.
- Presented resources and opportunities to teaching staff for further professional development and curriculum training courses.
- Developed platform for instructional practices design through data-driven decision-making.
- Encouraged and voiced positive feedback to mentor and motivate new teachers.
- Devised and prepared comprehensive budgets for school in collaboration with stake-holders.

Principal/Assistant Principal/NCA Accreditation

St. Louis, MO

St. Louis Public Schools/ Oct 2004 to Jun 2017

- Recognized by principal for providing exceptional leadership.
- Worked closely with team members to deliver project requirements, develop solutions and meet deadlines.
- Performed evaluations, staff surveys and accountability audits.
- Completed evidence data project resulting in obtaining accreditation: used as a model for the district.
- Collaborated in development of data point procedures.
- Created agendas and communication materials for team meetings.
- Handled all delegated tasks, including research and presentation.
- Collaborated with others to discuss strategies and implementation.
- Developed and managed budgets for academic and student affairs.
- Instructed teachers on classroom management, behavior and instructional strategies.
- Monitored and evaluated performance of school employees.
- Managed school administration operations and organized teacher schedules, student registration processes and class orientation sessions.
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- Coordinated with school personnel, parents and students to determine disciplinary actions for behavioral issues.
- Oversaw afterschool programs and monitored activities for safe and encouraging learning environment.
- Presented resources and opportunities to teaching staff for further professional development and curriculum training courses.

Mayor

East St. Louis, IL

City of East St. Louis/ May 1999 to May 2003

- Prepared multi-year budgets for operations and community development.
- Developed policies and procedures for city governance.
- Supervised the functions of Human Resources.
- Conduct union negotiations
- Created a monthly regional business meeting to inform businesses of city contract opportunities and new business creation needs.
- Enforced all federal, state and local laws.
- Hosted job fairs.
- Held public hearings for community engagement.
- Collaborated with committees and task forces to address unique concerns.
- Oversaw department operations and administration and contributed to the planning of new initiatives.
- Located and appointed well-qualified individuals to fill city leadership roles.
- Contributed to meetings, events and public forums as the main city representative.
- Executed contracts, orders and new ordinances with official signatures.
- Revitalized business plans and realigned company objectives to increase overall profits.
- Monitored industry trends and introduced new services to update marketing strategies.

NEWS DIRECTOR

East St. Louis, IL

GEMM Media Centre/ Aug 1989 to May 1999

- Edited pieces with garage band and editing suite.
- Wrote and finalized news stories each day in a fast-paced environment.
- Helped reporters research stories, select guests and interview subjects.
- Provided sources for daily news stories.
- Assigned topics, delegated work to team members and edited final pieces.
- Covered breaking news such as police affairs and community events.

- Collaborated with reporters achieve balanced reporting.
- Assigned stories to reporters and journalists.
- Participated in brainstorming sessions with staff to develop exciting and informative content, including teasers and promotions.
- Delivered nightly news headlines for radio and cable broadcast (Cable Channel 13 and WESL Radio).
- Developed connections with public relations contacts, which provided exemplary sources for news stories.
- Presented local news

EDUCATION AND TRAINING

Doctorate: Educational Administration

Maryville University 2011

St. Louis, Missouri

Ed.S: Educational Administration

University of Missouri, Columbia Missouri 2008

Masters: Teaching- Multidisciplinary Studies

Webster University 2007

St. Louis, Missouri

Bachelor of Arts: Speech Communication

University of Nebraska 1985

Lincoln, Nebraska

CERTIFICATIONS

Mississippi Superintendent Certification, (August 2021)

Mississippi Administrative and Teaching Certifications (2019)

Missouri – Administrative Certification, Grades K-12 (2008), Language Arts Teaching Certification, 5-9 -State of Missouri (2007)

REFERENCES

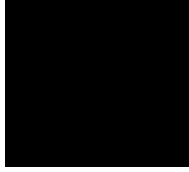
References:

Dr. Lashonda Catchings, lcatchings@holmesccsd.org, 313 Olive Street, Lexington, MS 39095, 601-937-1089

Dr. Nonya Thrasher, lthrasher@holmesccsd.org, 313 Olive Street, Lexington, MS 39095 601-320-5688

Dr. Shem Whigham, swhigham@holmesccsd.org, 313 Olive Street, Lexington, MS 39095 601-832-1474

Regina Calhoun, St. Louis Public Schools Assistant Principal (tired), 7846 Contour Drive Normandy, Missouri, reginaclhn@yahoo.com, 314-382-7674



INTERESTS

COUMMNITY BOARDS AND AFFILIATIONS , Total Man, Bakari Institute, United Way (ex-officio), East-West Gateway Coordinating Council

ERIC L. KINLEY

340 S. Sierra Madre Blvd Pasadena, Ca | 626-956-3656 | erickinley@aveson.org

Summary

Basketball Coach - oversee and manage athletic programs and various sports programs, including on and off campus classes and sports leagues.

- Basketball training classes.
- Sports program: Expert high school-level athletics management coordinate game schedules; organize necessary officials; Evaluate and rank players.
- High-energy basketball coach with over two-decades of athletics and coaching experience who aims to inspire athletes to do their best.
- Offers a comprehensive background in basketball coach possessing excellent leadership skills, dynamic interpersonal communication skills and strong mentoring ability. Equipped to support the mission of any thriving athletic program. Mastery in sports psychology, fitness and injury prevention and motivational techniques.
- Adept at coordinating game schedules and ensuring game compliance with relevant tournament rules.

Highlights

CPR and First Aid certified	Expert conflict resolution skills
Self-motivated	Customer-oriented
Energetic personality	Team building
Basketball camp director	Strategic thinker
Fast learner	Superb communication skills
Personable and friendly	Professional

Professional Experience

Head Boys' and Girls' Basketball Coach/ Athletics Coordinator/ Fitness Advisor

Aug 2008 to Current

Aveson Charter School – Altadena, CA

- *Conduct small group and individual classroom activities based on differentiated learning needs
- *Prepare daily lesson plans for activities and lessons.
- *Encourage students to be understanding of and helpful to others.
- *Physically and verbally interact with students throughout the day to keep them engaged.
- *Design each class to match the skill and learning levels of all participants.
- *Apply the positive reinforcement method to redirect negative behaviors.
- *Guide student athletes exercise modifications individually to avoid strain and injury.
- *Provide methodology to measure exercise intensity for the best results.
- *Prepare the teaching area for each class and return all equipment to storage at the end of class.
- *Develop and implement interesting and interactive learning mediums to increase student understanding of course materials.
- *Develop interesting course plans to meet academic, intellectual and social needs of students.
- *Recruit and meet with prospective student-athletes to discuss their experience and goals.
- *lead all team fundraising projects to raise money for new uniforms and equipment.

- *Train student-athletes during the off-season.
- *Monitor the academic performance of student-athletes in addition to their athletic progress.
- *Establish and follow through with penalties for breaches of sportsmanship standards.
- *Organize a season timetable and scouted other teams for tactical aims.
- *Manage the entire 7-12th grade sports program, including camps, clinics and the Boosters program.
- *Draft and distribute a packet for student athletes outlining rules and expectations.
- *Maintain accurate statistics, records and results of each season.
- *Foster a culture of good sportsmanship, cooperation and responsibility.
- *Compile and submit team records, awards and paperwork for lost or missing uniforms and equipment.
- *Motivate and encourage student athletes to do their best during practices and games.

Professional Experience (Continued)

Head Boys' Varsity Basketball Coach

Oct 2011 to June 2014

Blair High School - Pasadena, CA

- *Created and ran up-to-date and relevant drills.
- *Spearheaded all team fundraising projects to raise money for new uniforms and equipment.
- *Trained student-athletes during the off-season.
- *Monitored the academic performance of student-athletes in addition to their athletic progress.
- *Reviewed game film and statistical reports for game operations.
- *Coordinated scheduling and facility use with the activities office.
- *Helped develop each participant's physical and psychological fitness.
- *Communicated effectively with parents and Boosters, including organizing and leading meetings.
- *Fostered a culture of good sportsmanship, cooperation and responsibility.
- *Motivated and encouraged student athletes to do their best during practices and games.

Specialized Experience (Continued)

Director of Operations/ Head Basketball Coach

Jan 2009 to Nov2018

Crown City Basketball Club – Pasadena, CA

- *Foster a culture of good sportsmanship, cooperation and responsibility.
- *Maintained scouting database for basketball teams.
- *Coordinate, secure and schedule facility use.
- *Trained student-athletes during the off-season.
- *organize all team fundraising projects to raise money for new uniforms and equipment.

Basketball

Eric Kinley- Has been coaching high school, Middle school and AAU basketball for 25yrs. He was the Head varsity coach for Blair highschool, Assistant Varsity coach at Flintridge prep highschool and Ran his own AAU program for 10yrs.

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Cross country

Stina Ross- Ran long distance in high school and has been coaching and training long distance running for 8yrs. She has run the Girls on the run program, and has been training and running marathons.

Volleyball

Corrina Perez- played in high school and in college, coached High School and Middle school volleyball for 2yrs at Aveson Charter Schools.

Aveson mission

The Aveson Promise is our commitment to seeing each child as an individual. Aveson is committed to helping all of our students grow as scholars and future leaders. Students learn to self advocate, and are given choice and voice in their learning. Teachers, called Advisors, collaborate with students to identify the choices that are best for them as citizens and scholars.

At Aveson, we follow our guiding principles:

Vision means seeing what could be and what will be and living the difference.

There is no such thing as too much truth.

How you say it is as important as what you say.

When identifying problems, offer strategies and solutions.

Everyone's time is valuable.

Your commitment is to make others around you successful.

Our growth together requires us to grow individually.

Integrity is everything.

Aveson Global Leadership Academy (AGLA) empowers 6th – 12th-grade students to be active participants in their education and post-high school life. Students graduate from AGLA with a resume of academic success, social leadership skills, and healthy living practices. They emerge as confident leaders who know themselves deeply and can advocate for themselves and their community. These achievements are accomplished through small class sizes, a highly supportive advisory system, and a democratic, close-knit learning community.

Students in high school complete the UC and CSU A-G requirements taking English, math, history, science, economics, government, PE, and Spanish during their high school career. Small class sizes allow advisors time to build connections with students and create units of study, called course studies, that prepare them for the world beyond high school. High school students also can complete their core requirements early and take classes at local community colleges or take on an internship.

A unique offering of AGLA high school is the chance to experience Right of Passage and Campus Crawl trips. In their junior and senior years, students extend their classroom experience across the globe, traveling to locales such as China, Spain, Hawaii, Ecuador, Panama, and England. Many students describe these trips as life-changing as they travel with their friends and Advisors, connecting their learning with the real world in a new way. Juniors also get to take Campus Road Trips, which are overnight trips to visit different colleges and universities in California with their classmates and advisors to make the best post-Aveson decision. Tours at each campus are led by college staff and Aveson alumni often meet up with our students to give them a personalized presentation of the school.

All other information can be found on our website Aveson.org.



New Member School Evaluation Form

School Name Entrepreneur High School Fontana 15 yrs ago
Principal Orlando Ramos Yrs. as Principal 28 CIF/Athletic Background? ☒ N
Athletic Director Dennis Dunn Yrs. as A.D. 1 CIF/Athletic Background? ☒ Y

Date of Contact

Notes

Visit/Phone emails on 4/6, 4/8, 4/20

Discussion on setting up visit & learning more about the school.

Visit/Phone 4/21 - School visit (45 min)
1/25 phone call w/ sister school.

not much at current location but I also visited where they are building new school. Only frame work is up. They are supposed to move in end of July.

Enrollment	Current	Next Year	Target
Grade 9	90		School will have a max of 800 students.
Grade 10	78		
Grade 11		Budgeted for 500 kids	
Grade 12			

Sports Fielded: Badminton, Baseball, Basketball, Cheer, Cross Country, Field Hockey, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
XC		Volleyball	
Basketball		Soccer	
Soccer		Softball	
Baseball			

Current Athletic Competition: N/A

Facilities: New school being built. Will have field Gym will be in second phase. All games will be away next year

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Comments: Their sister school is in San Bernardino in which they are CIF approved and only offer a few sports. they agree to all the commitments to abide by and are eager to offer sports to their students

Membership Recommendation: ☒ Full Membership ☒ Probationary Membership ☐ Do not Recommend Membership

Executive Committee Member - Area Representative (Please sign and print name)

KAI LYLES



CIF Southern Section Application for Membership 2022-23 School Year

ALL INFORMATION MUST BE TYPED

Name of School Entrepreneur High School Fontana

Street Address 16730 Arrow Blvd.

City and Zip Code Fontana 92335

School Telephone 909-200-7148

Athletic Telephone 909-260-7913

Fax NA

School Website beabossfontana.org

Type of School (Check where applicable)

Grades 9-12 ☒ Grades 10-12 Public ☒ Private Coed ☒ All Boys All Girls

Number of Students per Grade (Current Year) 9th 93 10th 67 11th 12th

Total Number of Current Year Students 160

Anticipated Future Enrollment 3 Years Hence 550 5 Years Hence 800

New Public High Schools under Construction – Planned Opening Date: August 2022

Charter Schools Only – Chartering District/Institution Fontana Unified School District

Athletic Program Goals and Objectives

The mission of the Entrepreneur High School Fontana Athletic Department is to coordinate, supervise, and direct interscholastic activities that enhance and protect the total educational process of all student participants. All activities programs shall be formulated to promote citizenship and the academic mission of the school.

Athletic Administration

Name of Principal Orlando Ramos

Principal's email: o.ramos@realjourney.org

Name of Athletic Director Dennis Dunn

Athletic Director's email: d.dunn@realjourney.org

Accreditation

WASC 533 Airport Blvd, Suite 200, Burlingame, CA, 94010

Name and Address of Accrediting Organization

Facilities

Sport	Practice Facility	Game Site and Location
Cross country	Entrepreneur High School	Away (opponent school site)
Basketball	Entrepreneur High School	Away (opponent school site)
Soccer	Entrepreneur High School	Away (opponent school site)
Baseball	Bill Martin Park	Away (opponent school site)

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	V		Winter	Basketball	V	
	Field Hockey				Soccer	V	V
	Football				Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball		V				
	Water Polo						
Spring	Badminton						
	Baseball	V					
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field						
	Traditional Competitive Cheer						
	Beach Volleyball						
	Volleyball						

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by October 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: APRIL 1

1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.

Orlando Ramos
Signature of Administrator of School (Superintendent/Principal)

Randall Josserand
Signature of Officer (Board/Trustee Officer)

Entrepreneur High School Fontana
Name of School

Fontana Unified School District
Name of District Board

3/14/2022

3/14/2022

Conditions of Membership

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
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Orlando Ramos
Signature of Administrator of School (Superintendent/Principal)

[Signature]
Signature of Officer (Board/Trustee/Officer)

Entrepreneur High School Fontana
Name of School

Fontana Unified School District
Name of District Board

3/14/22
Date

3/14/22
Date

CIF Southern Section Executive Committee Review and Approval Status

Date

Date

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied			
_____		Area Placement	_____	
Commissioner of Athletics				



entrepreneur high school

16730 Arrow Blvd., Fontana, CA 92335

P 909.200.7148 | W BeABossFontana.org

We are a startup school this year and being that we just opened for the 2021 school year, we don't have enrollment numbers for last year.

I have attached an enrollment summary for this year.

Please let me know if there is anything else needed from us.

Regards,

Ursula Ruiz, Assistant Principal

A handwritten signature in black ink, appearing to read 'Ursula Ruiz', with a large, stylized flourish at the end.

Enrollment Summary: Federal Ethnicity and Race Report as of 03/17/2022 (A)

Entrepreneur High (Fontana)

View:

Federal Ethnicity and Race

Students:

All Active Enrollments

Date:

03/17/2022

Current Selection

Grade Level	Total in Grade	(100) American Indian or Alaska Native	(200) Asian	(250) Other Asian	(300) Hispanic/Latino
9	90	2	0	0	0
10	00	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
Total	185	2	0	0	0

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Education Statistics Act.

Legend

Total: 185 Students

Grade Level 9

Grade 9 Students - all race categories - grouped by gender - as of 03/17/2022
Based on the dataset from Federal Ethnicity and Race.

☒ All: 96 Students

F (Female): 42 Students

☒ Select Group

X (Non-Binary): 0 Students

Select Group

M (Male): 54 Students

☒ Select Group

Enrollment Summary: Federal Ethnicity and Race Report as of 03/17/2022 (A)

Entrepreneur High (Foniana)

View: Federal Ethnicity and Race
 Students: All Active Enrollments
 Date: 03/17/2022
 Current Selection

Grade Level	Total in Grade	(100) American Indian or Alaska Native	(200) Asian	(280) Other Asian	(300) N
9	98	2	0	0	
10	66	0	0	0	
11	0	0	0	0	
12	0	0	0	0	
13	0	0	0	0	
Total	165	2	0	0	

This Federal Ethnicity and Race view displays aggregate student data as required by the Federal E

Legend

2000 0-1-1-1

Grade Level 10

Grade 10 Students - all race categories - grouped by gender - as of 03/17/2022
 Based on the dataset from Federal Ethnicity and Race.

☒ All: 69 Students

F (Female): 32 Students

☒ Select Group

X (Non-Binary): 0 Students

Select Group

M (Male): 37 Students

☒ Select Group

Orlando Ramos Domenech, Ed.D.

1 - 2 1 0 - 3 7 2 - 3 8 7 0
oramosdomenech@gmail.com

Education

Ed.D. Nova Southeastern University, Ft. Lauderdale, Florida

M.Ed. Cambridge College, Cambridge, Massachusetts

B.A. John Jay College of Criminal Justice/City University of New York, New York City

Multilingual: English/Spanish

Certified Conflict Resolution Specialist

LEADERSHIP EXPERIENCE

2021-present

Principal-Real Journey Academies Charter Schools

- Founding principal grades 9-12(Entrepreneur High School-Fontana, California)
- Duties include employee evaluations, recruiting, marketing and all duties associated with startup environment

2018-2020

Chief Learning Officer/Head of School

American School of Fez- Morocco

- Lead curriculum and instruction strategies and initiatives
- Open new schools, lead start up work/strategize for COGNIA accreditation
- Evaluation, coaching and professional development of administrators, teachers and support staff
- Coach and mentor new teachers and teachers in need of support

2018-19

Principal

School District of Beloit

Major Accomplishment: *As a result of strategic initiatives, school improved from "Meets Few Standards" to "Meets Standards" on the Wisconsin State report card*

2015-2018

Regional Superintendent/Principal Coach

Milwaukee Public Schools (77,000 students)

Major Accomplishment: *MPS posted highest achievement gains on ACT's in MPS history for two consecutive years.*

- IB schools ranked #2 and #3 in the State of Wisconsin
- 20 of 25 schools improved on ACT's for 3 consecutive years
- Directly supervised (25) high/middle school principals and various district support staff
- Managed a 250 million + dollar budget

2012-2015**Associate Superintendent-Office of Innovation and Reform*****East Baton Rouge Parish School System (42,000 students)***

Major Accomplishment: *Improved all "F" rated high schools to "D" and "C" status as per State of Louisiana. District moved from "D" to "C" in State rankings (4 points short of becoming a "B" ranked school district).*

- Recorded highest percentage of college enrollment ever- 2014
- Increased academic performance in over half of EBR schools in 2014
- 23% of EBR schools improved at least one letter grade -2014
- Directly supervised and evaluated (10) High School Principals and support staff

2011-2012**District Transformation/School Improvement Officer*****Decatur Public Schools, Decatur, Illinois (9,000 students)***

Major Accomplishment: *Initiated and implemented new grading policy/practices and school wide literacy initiative at district high schools*

- Led implementation of federal school improvement grant
- Created a performance management system for accountability and progress monitoring

2010-2011**Director - Office of Transformation/Turnaround Schools*****Chicago Public Schools (400,000+ students)***

Major Accomplishment: *Negotiated agreements with various stakeholders in 8 communities to implement school transformation strategies.*

- Built processes, protocol and infrastructure for identified "Transformation" schools including development of school improvement plans, budgets and strategies
- Provide risk management assistance to "turnaround" communities
- Built and maintained successful relationships with local internal and external stakeholders in each community, significant public relations responsibilities

School Site Experience

- High School Principal - 4 years
- Middle School Principal- 5 years
- High School Assistant Principal- 2 years
- High School Bilingual (Spanish) Social Studies Teacher- 7 years

DENNIS DUNN

909-260-7913

d.dunn@realjourney.org

COACHING EXPERIENCE

JANUARY 2017– AUGUST 2019

ASSISTANT COACH, KBA BASEBALL CLUB

In charge of instruction on the skills of baseball. Help run practice and games/tournaments.

JANUARY 2019 – MAY 2021

HEAD COACH (JV), CHAFFEY HIGH SCHOOL

In charge of running practice and games. Traveling with the team for away games. Ensuring the safety of the student athletes by inspecting the field of play and equipment. Help develop the skills of my players to get to the varsity level.

EDUCATION

JUNE 2014

BACHELOR OF SCIENCE (KINESIOLOGY), CAL STATE UNIVERSITY SAN BERNARDINO

- 3.2 GPA
- Dean's list several times

ATHLETIC DIRECTOR EXPERIENCE

- Athletic Director for Entrepreneur High School (Fontana) January 2022-Present

Skills

- Giving feedback
- Individual training
- Safety and first aid
- Coaching psychology
- Communication
- Problem solving
- Time management

Spencer Horne
Basketball Coach
480-225-0312
s.horne@realjourney.org

Summary

Motivated basketball and football coach with over 15 years of experience in various disciplines. Won the state title for Pop Warner football two years in a row while increasing team defense effectiveness 24% through an individual approach, giving personalized feedback and active listening. Looking to help Entrepreneur High School Fontana to in sports and academics.

Experience

Head Basketball Coach

Valley Wide Recreation, Hemet, CA

1996–2009

- Introduced more emphasis on player positioning and proper zone control, resulting in 24% less points lost in a game on average.
- Organized additional coaching sessions for exceptional players, including talent fostering initiatives for 10+ up and coming high school athletes.
- Raised team building awareness to at risk kids.

Assistant/Head Football Coach

Pop Warner Football, Chandler, AZ

2009–2017

- Utilized specialized positional training to shore up teamwork shortcomings, increasing team win percentage by 10%.
- Taught young men to work together in a team setting.
- Trained quarterbacks in every aspect of the offense.

Education

Bachelors' degree in Secondary Education/History

Grand Canyon University, AZ

2014–2018

Skills

- Giving feedback
- Individual training
- Safety and first aid
- Coaching psychology
- Communication
- Problem solving
- Time management
- Leadership

Interests

- Sports psychology
- Instilling a love for activity and athleticism

CHRIS ROBERTS

361 S. Glendora Ave. Glendora, CA 91741 · 951-317-5309

c.roberts@realjourney.org

EXPERIENCE

1991-1995

GYMNASTICS COACH, TUMBLE TOTS

Taught preschool mobile gymnastics program

1996-1998

GYMNASTICS COACH, U.S. OLYMPIANS GYMASTICS

Coached preschool and recreational programs for both boys and girls. Assisted men's and women's competitive gymnastics programs.

1999-2000

GYMNASTICS COACH, WEST VALLEY GYMNASTICS

Coached preschool and recreational programs for both boys and girls.

2001-2003

GYMNASTICS COACH, GYMTOWNE GYMNASTICS

Director of recreational gymnastics program. Head coach of men's competitive program.
Assistant coach to women's competitive program.

OTHER EXPERIENCE

1998-PRESENT

MASSAGE THERAPIST/REHAB SPECIALIST, VARIOUS LOCATIONS

Provided therapeutic massage and rehab services in a variety of massage settings working with many amateur and professional athletes.

SKILLS

- Varsity Cross Country from 1986-1989 (3-mile course)
- Varsity Track from 1986-1989 (2 mile and the 1 mile)
- Competed in sprint and middle distant triathlons from 1990-1996
- Competed in road races ranging from 5K to marathons from 1986-1996

Whitney Raleigh

Soccer Coach

(626) 391- 5630

w.raleigh@realjourney.org

Summary

Dedicated little league baseball coach and team manager with 13 years of experience coaching and teaching young people in the classroom and on the sports fields.

Improved player techniques in batting and fielding, and motivated players to fully commit to their sport through structured training and discipline in attending 100% practices and games. It is my objective to coach and support Entrepreneur High School Fontana athletes to excel academically and on the field.

Experience

Assistant Coach/ Team manager

Alta Loma Little League, Alta Loma, CA

2020- Present

- Organized coaching sessions for batting practices and field practice
- Emphasized developing and supporting players in their batting and fielding techniques
- Participated in team drafts to scout players for minor and major little league teams through ALLL
- Delegated volunteers for ALLL coaching, snack bar, picture day set up, end of season banquets.

Education

Master's Degree in Special Education

Grand Canyon University, AZ

2018- 2020

Skills

- Providing constructive feedback
- Safety and first Aid
- Problem solving
- Leadership
- Communication
- Time management
- Individual training
- Interpersonal skills

Interest

- Healthy Lifestyle and physical activity
- Metacognition in sports and education



New Member School Evaluation Form

School Name Gorman Learning Center (AVRC)
Principal Mark Rodriguez Yrs. as Principal 1st CIF/Athletic Background?
Y ☒ N
Athletic Director Darla Enos-Lopez Yrs. as A.D. 1 CIF/Athletic
Background? Y ☒ N

Date of Contact 4/26/22

Notes: this is a Pre K - 12 school. Specializing in Independent Study Coursework with a resource center (on campus).

Visit/Phone 4/26/22 661-945-0298

Visit/Phone _____

Enrollment	Current	Next Year	Target
Grade 9 (projected for fall 22)	29	185 3 yr projection (total)	220 5 yr projection (total)
Grade 10	44		
Grade 11	34		
Grade 12	22		

Sports Fielded: Badminton, Baseball, Basketball, Cheer, Cross Country, Field Hockey, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
Cross-Country	N/A	Cross-Country	N/A
Golf		Golf	
Volleyball		Volleyball	
Basketball		Basketball	
competitive cheer		competitive cheer	
swim/dive		Swim/dive	

Current Athletic Competition: none, introduction of sports in Fall 2022

Facilities: Currently have a 2000 Seat Gymnasium very large (3 courts wide)

Track and field are currently in disrepair but have sub structure in place, working with local landscaping companies to bring field up to par. in addition to inquiring about installation of turf field, and all-weather running track.

Current facilities:

OVERVIEW OF SCHOOL



BASEBALL/SOFTBALL IN DISTANCE



OUTDOOR BASKETBALL



TRACK AND SOCCER FIELD (FACING NORTH)



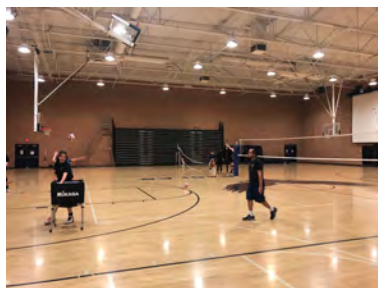
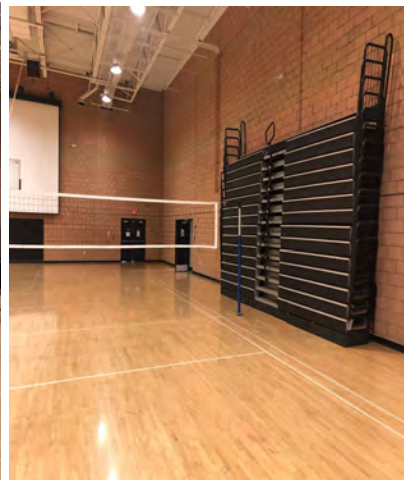
MULTI-PURPOSE E-SPORTS FACILITY



E-SPORTS

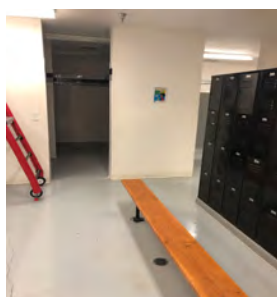


GYMNASIUM AREA FOYER

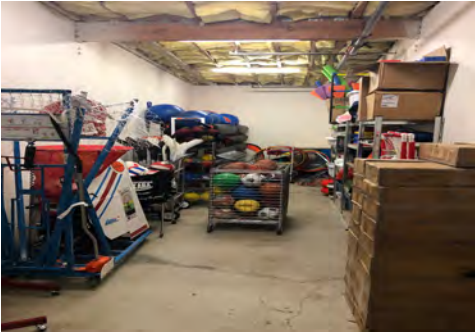


WEIGHT ROOM (IN GYM)

LOCKERROOMS



EQUIPMENT ROOM (IN GYM)



OUTDOOR MAINTENANCE, SNACK BAR, RESTROOM FACILITIES



1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Comments: _____ Commitment to abide by: Resource Center Supervisor (Mark Rodriguez) is new to GLC but enthusiastic at schools potential at impacting Independent Study Students and impacting Community positively with the addition of CIF Athletics. Location was formerly opened up as Antelope Valley Christian School so facilities are ahead of many new schools. Very good philosophy in regards to CIF/School Missions, philosophy of Athletics Based Education and its importance. Familiar with seasons of sport, eligibility rules and CIF Member schools play rules. Supported by Gorman Learning Centers (which operates 3 different sites in 3 varied communities.. Understands and is actively seeking area placement (small schools) and league membership (League TBA). Supports Equity for all Student-Athletes regardless of Gender.

Membership Recommendation: ☐ Full Membership ☒ **Probationary Membership** ☐ Do not Recommend Membership

I am recommending a Probationary Membership at this time for Gorman Learning Center (AVRC) School based upon the following:

No current outdoor athletics facilities on campus (although they will be phasing in facility upgrades in the future.

Initial incoming class in fall of 2021 will be all small, and with a varsity level only it will prove difficult to field varsity level teams, with smaller numbers (3 seasons of sports w/multiple teams, may prove to be a challenge)

gymnasium is exceptional for indoor sports/practices. track and field/stadium phase on campus to support athletics programs is advised

Understanding that a probationary level membership gives them time to solidify possible league inclusion (TBA), during 2023 school year when at least ENROLLMENT LEVELS are on campus and Varsity level participation is feasible. Since they only plan on 1 level of competition (varsity) this is a concern.

an additional concern is that part of the facility (dorms) is being leased out to an outside entity, for senior housing. Mr. Rodriguez showed me the fencing and privacy screening which is in place to separate this part of the property from the actual school. This part of the property has its own entrance/parking also.

Staffing is in place Mrs Darla Enos-Lopez is their Athletic Lead and has a proven coaching/athletic administration resume.

, probationary membership will allow for Athletic Administration, Athletic Director, Coaches and support staff a year to get programs, procedures, and inter-district agreements in place.

I would recommend a follow-up interview in 2023 for consideration for full CIF membership upon review of initial goals, and outdoor facility upgrades being met.

Jeffrey B. Williams, CIF Executive Board Member, Desert Area Representative

Executive Committee Member - Area Representative (Please sign and print name)



CIF Southern Section Application for Membership 2022-23 School Year

ALL INFORMATION MUST BE TYPED

Name of School Gorman Learning Center (Antelope Valley)
Street Address 3700 West Ave. L
City and Zip Code Lancaster, 93536
School Telephone 661-945-0298 Athletic Telephone 661-714-4492 Fax none
School Website gormanlc.org

Type of School (Check where applicable)

	Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls
Number of Students per Grade (Current Year)	9 th <u>29</u>	10 th <u>44</u>	11 th <u>34</u>	12 th <u>22</u>			
Total Number of Current Year Students	<u>139 on site</u>						
Anticipated Future Enrollment	3 Years Hence <u>185</u>	5 Years Hence <u>220</u>					
New Public High Schools under Construction – Planned Opening Date	<u>n/a</u>						
Charter Schools Only – Chartering District/Institution	<u>n/a</u>						

Athletic Program Goals and Objectives

Our goal is to build team sports under CIF.

Our objective is to build and increase our sports program for our students.

Athletic Administration

Name of Principal	<u>Mark Rodriguez</u>	Principal's email	<u>mrodriguez@gormanlc.org</u>
Name of Athletic Director	<u>Darla Enos-Lopez</u>	Athletic Director's email	<u>denos-lopez@gormanlc.org</u>

Accreditation

WASC - 533 Airport Blvd, Suite 200. Burlingame, CA 94010-2009

Name and Address of Accrediting Organization

Facilities**Sport**

Cross Country

Trad. Comp. Cheer

G & B Golf

G & B Volleyball

G & B Swimming

G & B Basketball

Practice Facility

AVRC

AVRC

to be determined

AVRC

to be determined

AVRC

Game Site and Location

AVRC

AVRC

to be determined

AVRC

to be determined

AVRC

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	V	V	Winter	Basketball	V	V
	Field Hockey				Soccer		
	Football				Traditional Competitive Cheer	V	V
	Golf		V		Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer	V	V				
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf	V					
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving	V	V				
	Tennis						
	Track/Field						
	Traditional Competitive Cheer	V	V				
	Beach Volleyball						
	Volleyball	V					

Submit a list of all coaches' names and qualifications (professional training and experience).

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by October 1 of each year.

APPLICATION PACKET & FEE SUBMISSION DEADLINE: APRIL 1

1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

Applications, supporting materials and fee must all be received by April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Date 10-5-21

	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied		Area Placement	
Commissioner of Athletics				

CBEDS

California Basic Educational Data System
California Department of Education

School Information Form (SIF) October 2020

County	Los Angeles	CDS Code	19	District	64584	School	1996305
District	Gorman Joint						

A. Full-Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. Single-school districts should NOT use this form to report classified staff. Instead they are to report classified staff on the School Information Form (SIF).

Male Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	America Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
1	Male Paraprofessional	0.00	0.00	0.00	0.00	0.50	0.00	1.50	0.00	2
2	Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1
3	Male Other Classified Staff	0.00	0.00	0.00	0.00	6.95	3.00	7.70	0.00	17.65

Female Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	America Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
4	Female Paraprofessional	0.00	0.00	0.00	0.00	0.50	0.00	8.95	0.00	9.45
5	Female Office/Clerical Staff	0.00	0.00	0.00	0.00	8.00	2.00	8.50	0.00	18.5
6	Female Other Classified Staff	0.00	0.00	0.00	0.00	6.49	2.10	17.60	0.00	26.19

Non-Binary Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	America Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
7	Non-Binary Paraprofessional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
8	Non-Binary Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
9	Non-Binary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0

5A3

School Information Form (SIF) (Continued)

B. Kindergarten Program Type		C. Work Visa Applications (For charter schools only)	
Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below.		Report the number of H-1B work visas applied for on behalf of potential local education agency and school employees, and the number of those applications that were granted. Do not include visa application data from charter schools on the CDIF. Visa data for charter schools are to be reported on the school's SIF.	
1	<div>Kindergarten Program(select one)</div> <div> <input type="checkbox"/> Full-day <input type="checkbox"/> Part-day <input type="checkbox"/> Both full-day and part-day <input checked="" type="checkbox"/> None </div>	1.	Number of H-1B work visa applications submitted. 0
2	<div>Transitional Kindergarten Program (select one)</div> <div> <input type="checkbox"/> Full-day <input type="checkbox"/> Part-day <input type="checkbox"/> Both full-day and part-day <input checked="" type="checkbox"/> None </div>	2.	Number of H-1B work visa applications granted. 0
D. Educational Calendar			
Report the type of calendar on which the school operates, as well as the school's start and end date for the 2020-2021 school year.			
Calendar Type			
When selecting a calendar type, do not report both single-track and multitrack for a single school site. If ANY part of the school is year-round, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.			
<input checked="" type="checkbox"/> Traditional		<input type="checkbox"/> Single-track <input type="checkbox"/> Multitrack	
School Start and End dates			
Report the school's start date (first day of school) and end date (last day of school) for the 2020-2021 school year. If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track. For example, if Track A students are attending school from September 3, 2020 through May 14, 2021, and Track B students are attending school from November 2, 2020 through July 9, 2021, report the start date as 09/03/2020 and the end date as 07/9/2021.			
Start Date 06/15/2020		End Date 08/06/2021	

THIS SECTION IS ONLY TO BE COMPLETED BY INDEPENDENTLY REPORTING CHARTER SCHOOLS			
E. Estimated Number of Teacher Hires (2021 - 2022)		Estimated Number of Teacher Hires	
For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place. (Do not include administrative, guidance, media, library, health service, or classified positions).	1	Agriculture	0.0
	2	Art	0.0
	3	Multilingual Education	0.0
	4	Business	0.0
	5	Dance	0.0
	6	English	0.0
	7	Foreign Language	0.0
	8	Health Education	0.0
	9	Home Economics	0.0
	10	Life Science	0.0
	11	Mathematics	0.0
	12	Music	0.0
	13	Physical Ed	0.0
	14	Physical Science	0.0
	15	Reading	0.0
	16	Self-contained Classes	0.0
	17	Special Education	0.0
	18	Social Science/Studies	0.0
	19	Drama/Theater	0.0
	20	Trades and Industrial Arts	0.0
	21	Other Specializations	0.0

Education

Bachelor of Professional Studies: Interdisciplinary Music, (Degree completed)**Berklee College of Music - Boston, MA**

- Course work emphasis in music performance/ event project management
- Honors: *summa cum laude*

Career Technical Education (CTE) Credential: Arts, Media, and Entertainment, (Completed program)**University of San Diego: Professional and Continuing Education- San Diego, CA**

- Course work for the California CTE Clear Credential program. Emphasis in Classroom Management, Curriculum development, and State education standards for the Arts, Media, and Entertainment sector

Associate of Arts: Music, (Degree completed)**Antelope Valley College - Lancaster, CA**

- Completed applied music performance program as a Guitarist (Classical/Jazz). Focus and emphasis on music theory, musicianship, and music history.
- Performances as part of the AV Master Chorale

Professional Summary

Visual and Performing Arts Leader/Educator, Education Administrator and freelance guitarist with over 10 years of leadership experience in the performing arts in the United States and abroad. Music performance credits and appearances include Nickelodeon, VH1, Canadian Music festival, plus more. Education work experience includes leader and developer of K-12 Visual and Performing arts program, event project manager and Career Technical Education teacher (Performing Arts and Production/Managerial Arts).

Work History

Campus Supervisor- 10/2021 to Current

Gorman Learning Center Charter School – Lancaster, CA

- Oversee daily operations on school campus
- Oversee various academic and extracurricular departments on school campus.

Lead-Visual and Performing Arts (VAPA)- 08/2017 to 10/2021

Gorman Learning Center Charter School – Lancaster, CA

- Creation, development and implementation of curriculum in department classes
- Responsible for the growth (budget, sound/lighting infrastructure, and live productions) of the department

CTE Music Performance/Audio Arts Educator (VAPA)-08/2014 to Current

Gorman Learning Center Charter School – Lancaster, CA

- Instruction in audio arts (live sound, sound mixing, post-production, theatre production) guitar performance, music composition, music history, music theory, and contemporary ensemble performance.
- Creation of CTE Arts, Media, and Entertainment program (Performing Arts and Production/Managerial Arts)



Gorman Learning Center-AV

Darla Enos Lopez

Athletic Lead - Vitae

Work/Life Experience

I was 11 years old in Elem school when I started playing team sports (MSA-softball). I continued to play in Jr. High and made the Varsity team in High School. I played through college and also park teams for years. My primary position was 1st base, with secondaries of pitching or catching. Being part of a team was a beautiful thing! Lessons learned were truly valuable.

Fast forward to having my own children. Our family sports were less about teams (due to where we lived at the time) and more about hiking, camping, beaching, and swimming. Moving into town allowed us to start participating in sports clubs/teams again. I took up golf and fell in love with the sport. I took lessons and then played with the Women's groups at Desert Aire and Rancho Sierra Golf courses.

I became the "Team Mom" when my daughter played on the Lancaster HS girls golf team. The next year I was hired as a Golf coach by LHS and continued coaching at Lancaster HS until I was brought into the Gorman family.

Paid Coaching - Lancaster High School 2013-2016:

- CIF certified Varsity Girls Golf
- CIF certified Varsity Swimming (coed)
- CIF certified JV Girls Volleyball

Facilitator AV-GLC 2015-current date

Paid Coaching - Gorman Learning Center 2018-current date:

- Intramural Girls Varsity Volleyball HS
- Intramural Girls Volleyball MS
- Intramural Boys Varsity Basketball HS

Certifications:(All through NFHS)

- AIC Level 1 National Certification
- CIC Level 2 National Certification
- NPC (National Parent Credentialed) Certification
- Health and First Aid

(Continued on next page)

-
- Middle School Sports
 - Coaching Golf
 - Coaching Volleyball
 - Strength and Conditioning
 - Bullying, Hazing and Inappropriate Behavior
 - Teaching and Modeling Behavior
 - Engaging Effectively with Parents
 - Sportsmanship
 - Concussion in Sports
 - California State Component
 - Fundamentals of Coaching
 - The Parent Seat
 - Positive Parenting within School Programs



Darla Enos Lopez
Athletic Lead/Head Coach
Coaching Qualifications

Paid Coaching - Lancaster High School 2013-2016:

- CIF certified Varsity Girls Golf
- CIF certified Varsity Swimming (coed)
- CIF certified JV Girls Volleyball

Paid Coaching - Gorman Learning Center 2018-current date:

- Intramural Girls Varsity Volleyball HS
- Intramural Girls Volleyball MS
- Intramural Boys Varsity Basketball HS

Certifications:(All through NFHS)

- AIC Level 1 National Certification
 - CIC Level 2 National Certification
 - NPC (National Parent Credentialed) Certification
 - Health and First Aid
 - Middle School Sports
 - Coaching Golf
 - Coaching Volleyball
 - Strength and Conditioning
 - Bullying, Hazing and Inappropriate Behavior
 - Teaching and Modeling Behavior
 - Engaging Effectively with Parents
 - Sportsmanship
 - Concussion in Sports
 - California State Component
 - Fundamentals of Coaching
 - The Parent Seat
 - Positive Parenting within School Programs
-



Seth Hanna Assistant Head Coach Coaching Qualifications

I graduated from Lancaster Baptist High School in the year 2016. While I was in high school I played basketball and football all four years. After graduating high school I attended West Coast Baptist College to play basketball. I played college basketball from 2016-2020 and earned all conference, all American, and other awards while playing those four years .

I graduated with my Bachelors Degree at West Coast Baptist in 2020. During my senior year of college basketball I was able to be head coach of the Junior Varsity team for Lancaster Baptist School as well as the assistant for the varsity team. From 2016-2018 I was the assistant coach of an AAU basketball team and the assistant athletic director at the Boys and Girls club from. Every summer since 2016 I help run basketball camps at West Coast Baptist College, and since I graduated I have been the lead assistant for the West Coast Baptist College basketball team.

I started working at Gorman Learning Center in 2018, and I helped the AD with elementary basketball league, volleyball league, and ran 1 Physical Education classes for the school. This year we are back on campus, I am helping the AD with intramural volleyball. Starting January 2022 we will have elementary, middle school, and high school intramural basketball leagues. I am in the process of getting all my CIF certifications and plan on being done by December 2021.



Emily McKinney Facilitator/PT Coach Coaching Qualifications

Hello, I am Coach Emily McKinney.

Currently I am an Elementary facilitator, part-time Volleyball coach as well as an Elementary PE Assistant. One of my former jobs was working at Hyatt fitness/gymnastics gym. While at that job I would sub for a coach if he/she was running late or had to step out of class. Some sports that I've played include Volleyball, Swimming, Golf, and Tennis. I played competitively on the girls Volleyball and coed Swim teams for Lancaster High School.

Because I enjoyed them, I also played golf and tennis. Growing up, I was always one to be playing outside or trying to play a new sport, but I was also homeschooled, and lived 30 miles away from town. There weren't many options for me to play team sports back then. When I got to 9th grade I transferred into a traditional public school to play on the sports teams. I absolutely loved the feeling of finally being on a team.

I received my Varsity letter from Swim, played Junior Varsity Volleyball, and was a backup Volleyball player for Varsity. Half way through 10th grade I went back to homeschooling. I was so sad going back to homeschooling knowing that I was losing sports, yet so happy to go back to the school I truly flourished in, and I graduated AV-GLC in 2017. Having seen both sides, public school and homeschooling, I am truly happy that we are able to offer Competitive team sports to our homeschooling families.



Mission Statements

Gorman Learning Center Mission/Vision Statement

The Antelope Valley Resource Center (AVRC) enhances and expands the educational experience of GLCN students by providing unique opportunities for creating, connecting, and collaborating with peers, credentialed teachers, skilled professionals, and local organizations; all of which strengthens and promotes the Antelope Valley community.

Athletic Dept. Mission Statement

The mission of the Athletic Department at AVRC-GLC is to aid in the academic, emotional, and physical development of our students through the promotion of teamwork, sportsmanship and athletic competition. The athletic program is a valuable asset to the total education process. We believe that with the development of Athletic skills, our student-athletes will become confident, engaged members of our school community with a sense of loyalty and school spirit excitement!



Gorman Learning Center-AV Graduation Requirements

High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements (the state minimums) follow:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography, world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements. (Please refer to the Testing section for information on two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination and the General Educational Development test.)



Curriculum Personalized Learning

Gorman students are assigned a Personalized Learning Teacher (PLT) who assists in developing a personalized learning program that will help students thrive in an at-home learning environment. This teacher is credentialed and will provide guidance, support and accountability throughout the program. From day one, the PLT works closely with their students and families to choose the best curriculum that suits each specific learning style and need.

- Resource Center Workshops
- Vendor Course Instruction
- Supplemental Resources
- Tutoring
- Electives

Resource Center Workshops offer the social interaction and group work/play experiences that are rarely found in independent study programs. Students can participate in both Academic and Enrichment classes that support and enhance lessons assigned by their PLT

- Academic Workshops
 - All Core A-G Classes: English, Math, History, Science, Spanish, American Sign Language, Art, and more
 - Tutoring: Both 1:1 and small group support
 - Career and Technical Education (CTE) courses
 - Socialization
- Enrichment Workshops
 - Visual and Performing Arts (VAPA): Theater, Stage Productions, Photography, Yearbook, Lighting/Tech, Dance, Art, Music with Piano and Strings
 - PE/Action-Wellness: Intramural team sports and wellness classes
 - Associated Student Body (ASB): Leadership and student event planning
 - Family fun events for all and game nights (age appropriate)
 - Formal Prom and Graduation ceremonies



Gorman Learning Center-AV
Jaimie Stepro/Temp.
Principal Vitae

PROFESSIONAL EXPERIENCE

Instructional Assistant II

Lesson plan organization -- Class preparation -- Student supervision and safety procedures -- Clerical duties

Westside Union School District - Quartz Hill, Ca. May 2021 to Present

Administrative Assistant, Equipper

Clerical duties -- Communications -- Social Media Content Creator -- Database Management -- Newsletter -- Budget Management -- Volunteer Recruitment and Training -- Conflict Resolution -- Event Planning

Kairos Community Church - Quartz Hill, Ca. Oct. 2011 to March 2021

Professional Musician and Instructor

Accompanist for the music and theater dept at Antelope Valley College -- Piano Instructor Vendor for local charter schools -- Member of the Music Teachers Association of California

Lancaster, Ca. June 1997 to March 2020

Training Manager

Developed and co-wrote training programs -- Hosted weekly, Nationwide trainings -- Conducted interviews with specialists in personal and professional development -- Created instructional Videos -- Customer Service -- Vision Team Member

Trades of Hope October 2011 to 2014

Long Term Substitute Teacher

Classroom Management -- Implemented grading and evaluation procedures -- Developed lesson plans -- Recorded student grades and provided feedback -- Responded to inquiries from students and parents in a respectful manner

Desert Christian Middle School - Lancaster, CA. August 2004 to August 2007

EDUCATION

- Bachelor of Science in Business Administration/Human Resource Management
 - In progress, southern New Hampshire University, New Hampshire
- Certified Transcriber
 - November 2020 to Present, Typewell
- Associates Degree - *Magna cum laude*
 - Antelope Valley College, Lancaster, CA. 2004
- High School Diploma
 - Desert Christian High School, Lancaster, Ca 2000

SKILLS

- Excellent Organizational Skills
- Attention to detail
- Strong written and verbal communication skills
- Advanced Typist (80 WPM)
- Adept Multitasking
- Tech savvy, proficient in Microsoft office and Calendaring
- Team Oriented
- Customer Service
- High Regard for Confidentiality
- Graphic and Web Design
- Project and Event Planner

HOLD DOCUMENT AT ANGLE TO VIEW ARTIFICIAL WATERMARK ON BACK



CASHIER'S CHECK

HOLD DOCUMENT AT ANGLE TO VIEW ARTIFICIAL WATERMARK ON BACK

9542626577 91-2 1221

Void after 7 years

Date 10/27/2021

Remitter: MARK A RODRIGUEZ

Pay To The Order Of: CIF SOUTHERN SECTION

Pay: ONE HUNDRED DOLLARS AND 00 CENTS

\$** 100.00 **

Do not write outside this box

Memo: _____
Note: For information only. Comment has no effect on bank's payment.

Drawer: JPMORGAN CHASE BANK, N.A.

Rebecca Griffin

Rebecca Griffin, Chief Administrative Officer
JPMorgan Chase Bank, N.A.
Phoenix, AZ



⑈ 954 26 26577 ⑈ ⑆ 122100024⑆ 806002234⑈



New Member School Evaluation Form

School Name Magnolia Science Academy - 2 Valley

Principal David Garner

Yrs. as Principal 3 CIF/Athletic Background? ☒ Y ☐ N

Athletic Director Joseph Compagno

Yrs. as A.D. 3 CIF/Athletic Background? ☒ Y ☐ N

Date of Contact

Notes

Visit/Phone Monday, April 25 - School Visit

Visit/Phone _____

Enrollment	Current	Next Year	Target
Grade 9	68	68	125
Grade 10	56	68	125
Grade 11	48	56	125
Grade 12	41	48	125

Sports Fielded: Badminton, Baseball, Basketball, Cheer, Cross Country, Field Hockey, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
Cross Country	N/A	Cross Country	N/A
		Volleyball	N/A
Track and Field	N/A	Track and Field	N/A
Basketball	N/A		
Soccer	N/A	Soccer	N/A

Current Athletic Competition: Associate with other Charter Schools

Facilities: Hansen Dam Park, YMCA - Van Nuys, Shepard Church, One Generation

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Comments: The school currently sits on the campus of Birmingham Community High School in the San Fernando Valley. They are a K-12 Charter School that specializes in Science and STEM Classes. They are part of the Magnolia Public Charter Schools in association with the Los Angeles County Office of Education. They are continuing to grow and just recently placed a bid on a new property that will have the facilities to have their sports on their new campus.

Membership Recommendation: Full Membership ☒ Probationary Membership ☐ Do not Recommend Membership ☐


Executive Committee Member - Area Representative (Please sign and print name)



CIF Southern Section Application for Membership
2022-23 School Year
ALL INFORMATION MUST BE TYPED

Name of School Magnolia Science Academy-2 Valley
Street Address 17125 Victory Blvd
City and Zip Code Van Nuys 91406
School Telephone (818) 758-0300 Athletic Telephone (818) 758-0300 Fax _____
School Website https://www.msa2.magnoliapublicschools.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 68 10th 56 11th 48 12th 41
Total Number of Current Year Students 213
Anticipated Future Enrollment 3 Years Hence 350 5 Years Hence 500

New Public High Schools under Construction – Planned Opening Date Plan to move to new facility in 3 yrs
Charter Schools Only – Chartering District/Institution Magnolia Public Schools / Los Angeles County Office of Education

Athletic Program Goals and Objectives

Our CIF goals are: Every student athlete has the equal opportunity to compete in CIF sports and benefit from team sports that
allow competitive contests, individual and team rankings, and recognitions by CIF schools, the community and colleges and universities

Athletic Administration

Name of Principal David Garner Principal's email Dgarner@magnoliapublicschools.org
Name of Athletic Director Joseph Compagno Athletic Director's email Jcompagno@magnoliapublicschools.org

Accreditation

WASC, 533 Airport Boulevard, Suite 200, Burlingame, CA 94010
Name and Address of Accrediting Organization

Facilities

Sport

Cross Country - Boys & Girls

Track and Field - Boys & Girls

Basketball - Boys

Volleyball - Girls

Soccer - Boys & Girls

Practice Facility

Hansen Dam Park, 11770 Foothill Blvd, Sylmar 91342

Hansen Dam Park, 11770 Foothill Blvd, Sylmar 91342

YMCA, 6901 Lennox Ave, Van Nuys, 91405

Shepherd Church, 19700 Rinaldi StreetPorter Ranch 91326

OneGeneration, 17400 Victory Blvd, Van Nuys, CA 91406

Game Site and Location

Hansen Dam Park, 11770 Foothill Blvd, Sylmar 91342

Hansen Dam Park, 11770 Foothill Blvd, Sylmar 91342

YMCA, 6901 Lennox Ave, Van Nuys, 91405

Shepherd Church, 19700 Rinaldi StreetPorter Ranch 91326

OneGeneration, 17400 Victory Blvd, Van Nuys, CA 91406

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	V	V	Winter	Basketball	V	-
	Field Hockey	-	-		Soccer	V	V
	Football	-	-		Traditional Competitive Cheer	-	-
	Golf	-	-		Water Polo	-	-
	Tennis	-	-		Wrestling	-	-
	Traditional Competitive Cheer	-	-				
	Volleyball	-	V				
	Water Polo	-	-				
Spring	Badminton	-	-				
	Baseball	-	-				
	Competitive Sport Cheer	-	-				
	Golf	-	-				
	Gymnastics	-	-				
	Lacrosse	-	-				
	Softball	-	-				
	Swimming/Diving	-	-				
	Tennis	-	-				
	Track/Field	V	V				
	Traditional Competitive Cheer	-	-				
	Beach Volleyball	-	-				
	Volleyball	-	-				

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by October 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: **APRIL 1**

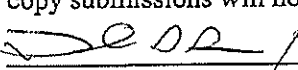
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.


IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.

 / David Garner / Principal
Signature of Administrator of School (Superintendent/Principal)
Magnolia Science Academy -2 Valley
Name of School
3/31/2022
Date


Sandra Covarrubias, Board Chair (Mar 31, 2022 14:47 PDT)
Signature of Officer (Board/Trustee Officer)
Sandra Covarrubias, Board Chair
Name of District Board
Mar 31, 2022
Date

CIF Southern Section Executive Committee Review and Approval Status

	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date				
	Denied			
Commissioner of Athletics			Area Placement	

2021-22 CBEDS - Online Reporting Application (CBEDS-ORA)

SIF Completed

[Edit | Reports](#) | [Certify Data](#) | [Advanced Features](#) | [Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logout](#)

School: Magnolia Science Academy 2

CDS Code: 19101990115212

Section A. Full-Time Equivalent of Classified Staff

Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Male Paraprofessionals	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00
Male Office/Clerical Staff	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00
Male Other Classified Staff	0.00	0.00	0.00	0.00	2.00	0.00	2.00	0.00	4.00

Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Female Paraprofessionals	0.00	0.00	0.00	0.00	2.00	0.00	1.00	0.00	3.00
Female Office/Clerical Staff	0.00	0.00	0.00	0.00	5.00	0.00	0.00	0.00	5.00
Female Other Classified Staff	0.00	0.00	0.00	0.00	1.50	0.00	1.50	0.00	3.00

Nonbinary Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Nonbinary Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section B. Kindergarten Program Type

Kindergarten Program:

None

Section C. Work Visa Applications

Number of H-1B Work Visa Applications Submitted: 0
Number of H-1B Work Visa Applications Granted: 0

Section D. Educational Calendar

Calendar Type: Singletrack True
School start date: 08/11/2021
School end date: 06/10/2022

Section E. Estimated Number of Teacher Hires (2022-23)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Multilingual Education	0.0
Business	0.0
Dance	0.0
English	0.0
Foreign Language	0.0
Health Education	0.0
Home Economics	0.0
Life Science	0.0
Mathematics	0.0
Music	0.0
Physical Education	0.0
Physical Science	0.0
Reading	0.0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	0.0
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0.0



2021-22 CBEDS - Online Reporting Application (CBEDS-ORA)

Certification Receipt

[Edit](#) | [Reports](#) | [Certify Data](#) | [Advanced Features](#) | [Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logoff](#)

LEA Name: Magnolia Science Academy 2
CDS Code: 19101990115212

Congratulations! You have completed your 2021-2022 CBEDS-ORA submission.

This local educational agency (LEA) certified on 10/28/2021 at 11:22:51 AM

You have entered School Information Form (SIF) data for 1 school.

David Garner
40425 Gorham Lane, Palmdale, CA 93551
dgarner@magnoliapublicschools.org - (310) 923-4502

OBJECTIVE

Bilingual school leader seeking to utilize my skills and experience in school site administration to support all aspects of the organization in order to empower students to take charge of their futures by means of academic achievement, personal responsibility, cooperation and positive social growth.

EDUCATION

Current	Ed.D, Taft University, concentration in Charter School Administration (<i>in progress</i>)
Feb. 2016	Civic University 2.0 Graduate, Pat Brown Institute for Public Affairs
April 2007	M.A., University of Phoenix, Education - Secondary Mathematics Curriculum, Instruction, and Assessment
June 2006	Certified Grant Writer, Grant Writing Institute
May 2003	B.A., University of California, Berkeley. Major in Peace and Conflict Studies. Emphasis: U.S. Educational Inequality
Fall 2001	Capitol Program, University of California – Washington, D.C.

WORK EXPERIENCE

Van Nuys, CA

2020 - present **Principal, Magnolia Science Academy-2**

- Set and enforce rigorous standards for student achievement that are in line with the goals of Magnolia Public Schools.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by Magnolia Public Schools and measured by the state of California accountability requirements.
- Report to the chartering agency when required
- Develop organizational goals and objectives consistent with the vision, mission and values of Magnolia Public Schools.
- Maintain active involvement in the school improvement planning process by providing resources for decision-making and priority setting.
- Lead teachers and department heads in developing a healthy school culture aligned with the vision, mission and values of the school and the region.
- Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.
- Oversee all programs, services, and activities to ensure that program objectives are met.
- Ensure compliance with all local, state and federal funding sources.
- Manage student enrollment process to ensure that the school achieves its targeted enrollment projections.
- Ensure the safety and security of all students, staff, visitors, and public and property.
- Ensure an orderly learning environment.
- Ensure appropriate standards of student behavior, performance, and attendance.
- Ensure that all disciplinary issues are addressed fairly and immediately.
- Manages and organizes all necessary meetings with staff, parents, and students.
- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions
- Report to and consult with the Home Office
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate

- Coordinated with co-located principals from Birmingham CCHS, Daniel Pearl Magnet HS and High Tech LA to ensure appropriate access to co-located athletic facilities for PE classes in accordance with the Facility Usage Agreement (FUA)
- Filed insurance claims with CharterSafe related to injured students or staff, property damage, or other areas of liability
- Served as lead administrator for Pre-SART Attendance Intervention Meetings with parents and students in an effort to rectify truancy issues, as well as support SART process for chronically truant students, in addition to monitor data related to student attendance/truancy
- Coordinated with outside service providers to support student internships, community service opportunities, substance trainings, and other related interventions included in Re-Integration Plans following cases assigned by Justice League / Discipline Committee
- Monitored data collection related to positive incentives for Off-Site Lunch Program to determine ongoing eligibility of 11th and 12th grade students
- Supported collection of data related to weekly school-wide behavioral expectations as shared in weekly videos created by ASB student government, in partnership with PBIS Coach and ASB Coordinator in order to determine weekly distribution of points to PBIS houses
- Submitted and presented proposals to MPS Board in the form of recommendations related to school safety, facilities, and other school priorities, as was the case with the classroom camera system
- Supported student recruitment efforts, including attending events at local elementary schools to promote current programs for prospective parents
- Conducted Suicide / Self-Harm Risk Assessments, including making referrals to LA County Department of Mental Health via Psychiatric Mobile Response Team (PMRT) for potential 5585 transports for pediatric psychiatric evaluations, as well as holding student safety / re-entry meetings following hospitalization discharge, monitoring safety plans, and making referrals for follow-up mental health services in collaboration with school psychologist
- Conducted Threat Assessments and coordinate school safety team to determine appropriate level of potential threats of violence as well as corresponding action plan to be taken
- Revised School Wellness Plan annually and monitor implementation with feedback from SSC, parents, students, and staff stakeholders
- Coordinated meetings with co-located principals and administrators at Birmingham CCHS, Daniel Pearl Magnet HS, and High Tech LA related to incidents of conflict between students and staff across schools in order to support school safety and resolve conflict
- Monitored 8th and 12th grade data as it pertains to student conduct and truancy/attendance issues as well as oversee approved interventions, including on-campus community service requirements, in order to support culmination and graduation eligibility
- Coordinated with LAUSD, including Maria Thorpe, to address specific requirements of facility projects, including classroom security cameras, electric locking fences, and other current projects, as well as with LACOE, including David Downing, related to specific requirements from authorizer
- Collected data from stakeholders necessary to create and update Athletic, Academic, Staff, and Parent Walls of Fame, as well as support purchase of plaques used to launch and update such projects
- Served as administrative leader for McKinney-Vento Homeless Assistance Act in order to ensure foster and homeless students receive appropriate and necessary supports and interventions
- Coordinated monthly K9 School Safety visits, as well as administration of random searches, metal detector/wandings, and administrative searches during investigations of student misconduct
- Ensured Title IX Compliance legal requirements were fulfilled on school campus, including as it pertained to gender equity in sports programs
- Administered and distributed student work permits in compliance with CA Department of Labor
- Ensured Seth's Law compliance was fulfilled as it pertained to taking steps to reduce occurrences of bullying, such as hosting assemblies related to anti-bullying in collaboration

Reseda, CA

2014 - 2018 **Vice President / Budget Representative / Chair of Outreach Committee, Reseda Neighborhood Council**

- Elected to the Reseda Neighborhood Council and voted on matters concerning finance, planning and land use management, community beautification, economic development, transportation, and environment
- Collaborated with Los Angeles Mayor Garcetti's Welcome Home project to help end homeless in Los Angeles and Mayor's Youth Council outreach
- Served on Project Advisory Group (PAG) for the Comprehensive Modernization Project at Grover Cleveland Charter HS with an anticipated budget of \$164 million.
- Oversaw community partnerships with organizations including Sierra Club, Center Stage Opera, American Association of Retired Persons (AARP), Los Angeles Mayor Eric Garcetti's Youth Council, NAACP, Boy Scouts of America, Girl Scouts of America, and Fantastic Friends of the San Fernando Valley.
- Coordinated promotional efforts related to the Senior Symposium and Reseda Artwalk
- Graduated from the Civic University (Civic U) 2.0 program from Pat Brown Institute for Public Affairs where proposal was created for city of Los Angeles related to Social Impact Bonds
- Reported budget matters from Los Angeles City Council to Reseda stakeholders and work with the President and Treasurer to oversee budget
- Coordinated Citrus Sunday event with Neighborhood Council across the San Fernando Valley to donate fruit to homeless shelters and food pantries
- Chair Outreach Committee to host events at Community Space with schools, elected officials, businesses, law enforcement and nonprofits
- Evaluated and revised existing protocol and infrastructure for rules governing the Board

2011- 2015 **Math Department Chair / Teacher, Magnolia Science Academy-2**

- Full-time instructor of Math 6, Algebra II, and Algebra I
- Coordinated meetings with math department
- Organized majority of home visits for school

Watts, CA

Summer 2012 **Principal, Summer School & Summer Bridge, Green Dot PS (Animo Locke II)**

- Directed on-site student discipline, coordinated parent communication, recruited and enrolled students
- Compiled data involving student academic achievement, attendance, family communication and staff meetings
- Planned and led meetings with teachers and conducted classroom observations
- Oversaw academic accountability, administered placement exams for scheduling classes and ensured continuity with regular academic year

2008- 2011 **Math Teacher, Green Dot Public Schools (Animo Watts Charter & Locke 4 HS)**

- Full-time math instructor
- Grade Level Chair to plan field trips, assemblies, meetings and activities
- Sat on panel for new hiring of teachers, administrators, and support staff for Locke High School Transformation Project
- Served students in alternative placement at Locke 4 HS with online learning platform

Irvine, CA

Summer 2007 **Teacher, Upward Bound (UC Irvine/Compton College)**

Full-time instructor of Algebra II, Geometry and Pre-Calculus for summer

CREDENTIALS / EXAMS

- California Teacher Credential (Clear)
- CSET Single-Subject Exam (Mathematics)
- CSET Single-Subject Exam (English)
- CSET Multiple-Subject Exam
- CBEST Exam

TRAININGS / CONFERENCES

- *Positive Behavioral Interventions and Supports (PBIS) School Administrator Training* (Los Angeles County Office of Education) – 2017-present
- *Behavioral Threat Assessment and Management Training* (Total Safety Solutions) – October 2019
- *Critical Charter School Student Services Workshop* (Young, Minney & Corr, LLP) – October 2019
- *CA MTSS Professional Learning Institute, All Means All, “Know My Name, Face and Story”* – July 2019
- *School Attendance Review Board (SARB) Panel* (Long Beach USD) February 2017
- *Legal Update: New Legislation and Laws Affecting Charter Schools* (Young, Minney, Corr, LLP) – January 2017
- *SARB Symposium* (Los Angeles County Office of Education) – January 2017
- *National Youth At Risk Conference West* – October 2016
- *Summit Basecamp Summer Training* (Facebook/Summit Public Schools) – June 2016
- *Transgender Rights Workshop* (Young, Minney, Corr, LLP) - May 2016
- *Piecing It Together: Education Students Experiencing Homelessness or in Foster Care* (Foster and Homeless Youth Education) - May 2016
- *Following the Rules: Discipline for Students with Disabilities* (California Charter Schools Conference) – March 2016
- *Nonviolent Crisis Intervention (NCI) Training for Charter Schools in LAUSD SELPA* – February 2016
- *Safe School Workshop* (Los Angeles County Office of Education) – January 2016

AWARDS/RECOGNITION

2017 - 2019 Vex IQ Robotics Middle School, Admin Support, US Championship Finalist, Magnolia Science Academy-2

10-16-2018 Los Angeles Rams Visit Magnolia Science Academy-2, Know Your Classmates, Featured News Story (Los Angeles Daily News)

9-19-2018 PBIS Kickoff Assembly, Magnolia Science Academy-2 - Featured News Story (Telemundo 52)

2014 - 2015 Most Outstanding Standardized Testing Growth, Magnolia Science Academy-2

2014 - 2015 Math Department Chair, Magnolia Science Academy-2

2014 - 2015 Academic Decathlon Coach, Magnolia Science Academy-2 (Regional Finalists)

2008 - 2009 Excellence in Standardized Testing, Locke IV High School (Green Dot Pub Schools)

2006 – 2007 Excellence Award for State Testing, Dominguez HS (Compton USD)

2005 – 2006 Outstanding Dedication to the Arts, Dominguez HS (Compton USD)

2004 – 2005 Creative Award for Journalism, Dominguez HS (Compton USD)

2003 – 2004 Achievement in Bilingual Education, Camino Nuevo Charter Academy

2003 Teach For America Corps Member, Los Angeles

1999 - 2003 UC Berkeley Alumni Leadership Scholarship Award Winner

Joseph Compagno

Teacher/Athletic Director

[818-483-3940] [Jcompagno@magnoliapublicschools.org] [5807 Topanga Canyon Blvd.

Apt D 302, Woodland Hills, CA 91367]

Summary

I have been an educator since 2002 and my experience includes teaching history to grades 6through 12, History Department Head, Congressional Award Mentor, Senior Class Advisor, Dean of Culture (Admin Position), Summer Bridge Program Director and Athletic Director. I have been working with Magnolia Public Schools since 2008

Credentials

CA Single Subject Teaching Credential in Social Science (CLEAR)

180265704

2004

Experience

Athletic Director CIF Associate Member 2019-2022

Teacher/Athletic Director, MSA-2 Valley, Van Nuys, CA

2014-2022

Teacher/ Admin, MSA -1 Reseda, Reseda, CA

2010-2012

Lead Teacher, MSA-5 Hollywood, Hollywood, CA

2008-2010

Teacher], Montclair Prep School, Van Nuys, CA]

2004-2008

Education

Single Subject Teaching Credential (Ryan Credential) from Chapman University 2001

Chapman University of Orange CA, BA in Social Science 1998

Professional Experience as an Athletic Director

- Managed All Sports on CIF Home Campus
- Ordered uniforms and attire for Girls and Boys Volleyball, Cross Country, Basketball and Soccer
- Ordered and managed all buses for Away Games
- Checked with coaches and admin for student eligibility
- Managed Student Waivers/Medical Clearances
- Scheduled officials on Arbiter Sports
- Scheduled home and away games for all sports with CIF Schools
- Guided Coaches to the proper certifications and CIF Bylaws

MSA-2 Valley Coaches Qualifications

Nicholas Capretta (Boys and Girls Cross Country)

- **PE Teacher (14 years)**
- **Cross Country Coach 3 years**
- **NFHS Coaching Certified**

Jose Andrade (Boys Soccer)

- **33 Years' experience coaching in C.I.F. Soccer**
- **E-License in Soccer**
- **History Teacher**
- **NFHS Coaching Certified**

Jose Guardado (Girls Volleyball)

- **Student Support Services**
- **3 years coaching Volleyball**
- **NFHS Coaching Certified**

Christian Banda (Girls Soccer)

- **Science Teacher**
- **1-year experience coaching girls soccer**
- **NFHS Coaching Certified**

James Tucker (Boys Basketball)

- **Math teacher**
- **1-year experience coaching boys' basketball**
- **NFHS Coaching Certified**



MAGNOLIA
PUBLIC SCHOOLS

Student/Parent Handbook

2021-22

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Tel: (213) 628-3634
Fax: (714) 362-9588

www.magnoliapublicschools.org

Wishing You a Wonderful School Year!

Dear Parents/Guardians and Students:

Magnolia Public Schools ("MPS") staff believes that education is a shared responsibility between parents, teachers, school staff and students. The success of our students depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents/guardians of our school community.

MPS is a reflection of us all. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this Student/Parent Handbook ("Handbook"), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian or child/youth, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Wishing you a wonderful 2021-22 school year!

MPS Administration

About MPS

MPS are tuition-free, public charter schools with campuses throughout Southern California, that focus on Science, Technology, Engineering, Arts, and Math (STEAM) - based teaching to ensure its students are well-rounded and college-ready from day one. We offer smaller class sizes, more attention from teachers, as well as safe campuses that foster ideal learning conditions for our students.

MISSION:

MPS provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

VISION:

MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

WHY MPS?

Students throughout all MPS campuses use technology daily at school and at home as a tool to work collaboratively with each other and communicate with teachers. We challenge their minds, and foster an environment where students want to learn, whether that is through our science labs, or our robotics projects and competitions.

At MPS we place great emphasis on STEAM education, as it will give our students an advantage in their college and career plans. MPS students also participate in a variety of school activities and clubs including technology & engineering, language & culture, community service, and visual & performing arts.

We are looking for great minds who want to learn. With the help of our teachers, principals, staff, and of course parents, we aim to prepare our students to succeed in whatever educational and career paths they choose.

OUR TEACHERS:

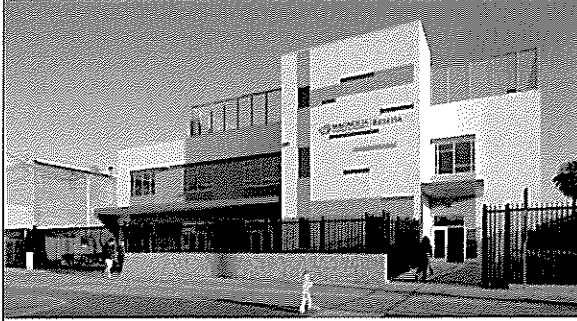
All teachers at MPS go the extra mile for their students, even visiting the homes of our students through our Home Visit Program to do whatever is possible to ensure our students perform at their best. It is no wonder many of our parents, who themselves are quite involved in their children's academic careers, have given us top ratings among charter schools.

OUR CAMPUSES:

Our STEAM charter school campuses throughout Southern California are enrolling high school, middle school, and elementary students from the areas of Reseda, Van Nuys, Northridge, Granada Hills, Chatsworth, North Hills, Lake Balboa, North Hollywood, Sun Valley, Arleta, Mission Hills, Panorama City, Valley Glen, Carson, Bell, Santa Ana, San Diego, and Los Angeles.

Magnolia Science Academy-1

Grades: 6-12



18238 Sherman Way, Reseda, CA 91335
 (818) 609-0507
www.msa1.magnoliapublicschools.org

Magnolia Science Academy-4

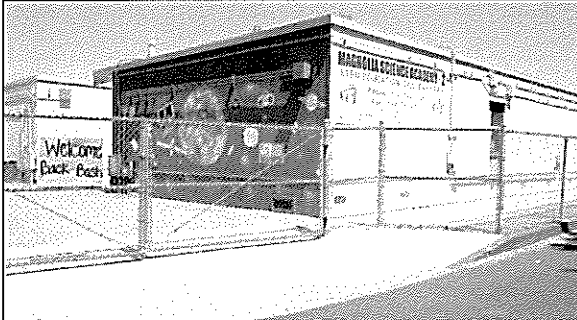
Grades: 9-12



11330 W Graham Place, Los Angeles, CA 90064
 (310) 473-2464
www.msa4.magnoliapublicschools.org

Magnolia Science Academy-2

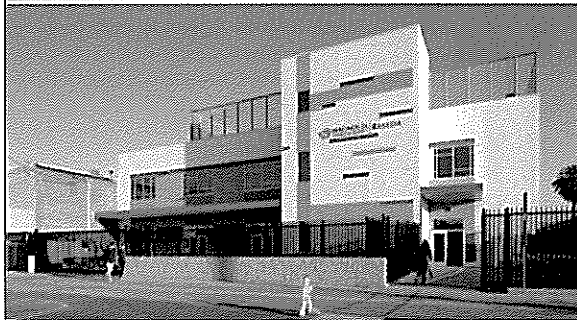
Grades: 6-12



17125 Victory Blvd., Van Nuys, CA 91406
 (818) 758-0300
www.msa2.magnoliapublicschools.org

Magnolia Science Academy-5

Grades: 6-12



18238 Sherman Way, Reseda, CA 91335
 (818) 705-5676
www.msa5.magnoliapublicschools.org

Magnolia Science Academy-3

Grades: 6-12



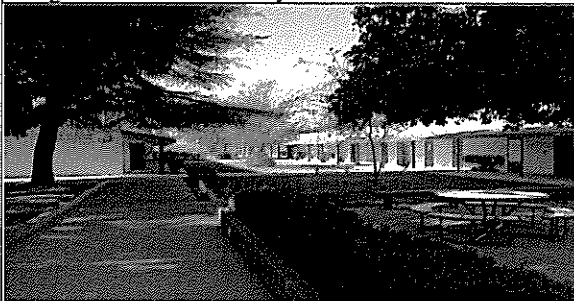
1254 East Helmick St., Carson, CA 90746
 (310) 637-3806
www.msa3.magnoliapublicschools.org

Magnolia Science Academy-6

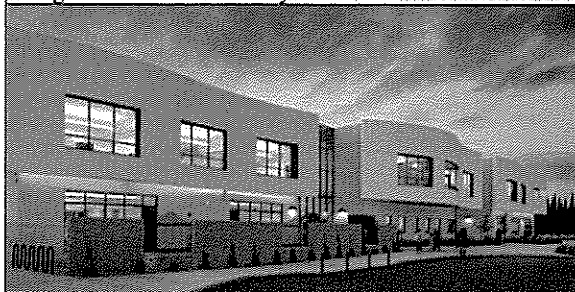
Grades: 6-8



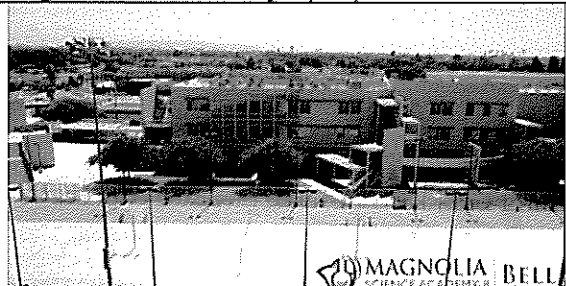
1512 Arlington Ave, Los Angeles, CA 90019
 (310) 842-8555
www.msa6.magnoliapublicschools.org

Magnolia Science Academy-7*Grades: TK-5*

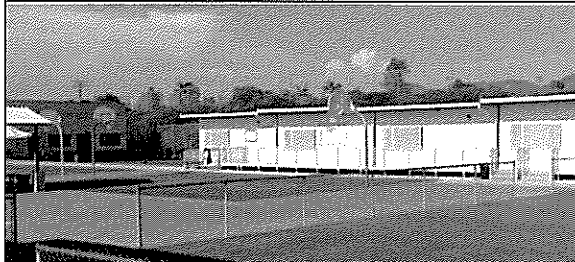
18355 Roscoe Blvd., Northridge, CA 91325
(818) 221-5328
www.msa7.magnoliapublicschools.org

Magnolia Science Academy-Santa Ana*Grades: TK-12*

2840 W 1st St., Santa Ana, CA 92703
(714) 479-0115
www.msasa.magnoliapublicschools.org

Magnolia Science Academy-8 (Bell)*Grades: 6-8*

6411 Orchard Ave, Bell, CA 90201
(323) 826-3925
www.msa8.magnoliapublicschools.org

Magnolia Science Academy-San Diego*Grades: 6-8*

6525 Estrella Ave., San Diego, CA 92120
(619) 644-1300
www.msasd.magnoliapublicschools.org

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Annual Notifications to Parents or Guardians

This Handbook covers required and recommended annual notifications to parents or guardians.

Key to Code and Regulation Section Abbreviations

EC	California Education Code
BPC	Business and Professions Code
CC	Civil Code
5 CCR	Title 5, California Code of Regulations
HSC	California Health and Safety Code
LEA	Local Educational Agency
PC	California Penal Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code
34 CFR	Title 34, Code of Federal Regulations
40 CFR	Title 40, Code of Federal Regulations
USC	United States Code

ACADEMICS: EDUCATIONAL EQUITY

Curriculum, Instruction, & Assessment

COVID-19, School Opening, & Distance Learning

The COVID-19 crisis has proven that schools are the heart of our community, not only for learning, but for nutrition, safety, and social-emotional well-being. MPS staff have shown they are flexible, skilled, and creative in meeting the rapidly changing needs of students and families.

As we look to the 2021-22 academic year, we know schools will need additional resources to become better equipped and skilled at remote learning, address learning loss, implement vital health and safety protocols, and support mental health and wellness. When schools open, it is vital to provide students with an environment that is friendly, supportive, and caring. We must identify students who need help or are having difficulty adjusting. We need to make sure all students return to class and reach out to those who do not. The trauma and stress we have experienced must be vocalized and addressed.

In a short time, MPS has developed a comprehensive planning tool. We have analyzed the frameworks and guidance documents released by the CDE, LACOE, OCDE, SDCOE, and other agencies in developing the best school opening plans for our diverse school communities in collaboration with staff, students, families, and other stakeholders. These include, but are not limited to, instructional models (face-to-face, hybrid, distance), health and safety practices, social-emotional support systems, family and community engagement, and operations.

MPS remains committed to continuously evaluating our plans to ensure the health and safety of students. We will be in close communication with our stakeholders as we develop, implement, and evaluate our plans.

For specific health and safety information, including protocol regarding re-opening of school facilities and related requirements for staff and students, please see the “**Health & Safety Plan**” located on the school website and contact the school office with any questions you may have.

Standards-Based Curriculum

All curricula at MPS is based on the California state standards, including but not limited to the Common Core State Standards, the Next Generation Science Standards, English Language Development Standards, History-Social Science Framework, and other applicable content standards.

Availability of Prospectus

Upon request, MPS will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, MPS may charge for the prospectus in an amount not to exceed the cost of duplication.

A syllabus is a document about the course content, goals, and elements and a guide for students to the kind of teaching and learning they can expect in their class. Each teacher will hand out copies of the class syllabus on the first day of class and, if applicable, post a digital copy on the course website.

Calendar & Bell Schedule

The school will annually provide all parents and guardians with the school calendar and bell schedules. Notification shall be sent to parents and guardians of all students advising of the schedule of minimum days and pupil-free staff development days. If this schedule subsequently changes, MPS shall notify parents and guardians of the affected students as early as possible, but no later than one month before the scheduled minimum or pupil-free day.

Please check the school website or contact the school office for a copy of the school calendar and bell schedules.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress, or CAASPP, is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. The CAASPP assessment system encompasses the following assessments:

- Smarter Balanced Summative Assessments for English Language Arts (ELA) and mathematics in grades 3 through 8 and 11;
- California Alternate Assessment (CAA) for ELA and mathematics for eligible students in grades 3 through 8 and 11;

- California Science Tests (CAST) for Science in grades 5, 8, and once in high school;
- California Alternate Assessment (CAA) for Science in grades 5, 8, and once in high school;
- California Spanish Assessment (CSA) for eligible students in grades 3-12.

Starting with spring 2019 CAASPP testing, the CDE will no longer print CAASPP Student Score Reports (SSR) for parents. Hence, parents may no longer receive their child's CAASPP SSR by mail. Parents will be able to access their student's electronic CAASPP SSR in the Infinite Campus Parent Portal. If you do not have an Infinite Campus Parent Portal account, we encourage you to create one soon. Please see section on Parent Portal for details on how to create an account and access test scores.

CAASPP SSRs will include an overall score and a description of the student's achievement level for ELA and mathematics. Score reports for students in grades 5, 8, and 11 will include Science test results. Early Assessment Program (EAP) results will be included on the score reports for students in grade-11, providing an early indication of readiness for college-level coursework. Students who take the CSA will get a separate report.

As the parent or guardian, you have the option of excusing your child from any part of the CAASPP program. If you would like to excuse your child from the test, you must submit your request in writing to the school. Please let the school know as soon as possible so the school can make alternative arrangements for your child.

Testing dates may be found on the school calendar. If you have additional questions about the testing program, please contact the school principal. Additional information is posted on the internet at <http://www.cde.ca.gov/ta/tg/ca/>.

Class Change / Course Withdrawals

During the first five school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first five school days, if necessary academic changes arise, students will have 10 school days to complete changes. Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 school days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

Formative & Summative Assessments

The primary purpose for assessment and grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on performance and practice assessments, as can be seen in the table below.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each assessment/grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their assessment/grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Assessment Type	Subcategories
Performance Assessments <u>SUMMATIVE</u> ~70-80%	<ul style="list-style-type: none"> • Unit assessments (no more than 50%) • Benchmark assessments (no more than 30%) • Final assessment (no more than 30%) • Performance tasks (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments <u>FORMATIVE</u> ~20-30%	<ul style="list-style-type: none"> • Independent practices • Daily assignments • Classwork • Homework (no more than 15%) • Warm-ups • Reviews • Quizzes

Extra Credit

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit points by demonstrating growth in their

overall MAP RIT* scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

* A RIT score measures a student's level of achievement in a particular subject. (Source: Linking Data Table: CA Smarter Balanced & MAP)

Grade	MAP RIT ELA* Fall-Winter-Spring	MAP RIT Math* Fall-Winter-Spring
2	175-184-188	175-184-189
3	189-196-199	188-196-201
4	198-204-206	202-209-213
5	204-209-211	214-220-224
6	211-214-216	218-223-226
7	213-216-217	224-228-231
8	218-221-222	232-235-237
9	221-222-223	237-239-240
10	222-223-224	241-243-244
11	223-224-225	245-246-247
12	224-225-226	248-249-250

Homework

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, he or she should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

Final Assessments/Exams

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

Make-up Procedures - Incomplete Grades

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Grading System

Elementary School Grading Scale

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	Level 1: Standard Not Met

Secondary School Grading Scale

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Percentage Grade	Letter Grd Equivalent	Grd-Pt Eqv Unweighted	Grd-Pt Eqv Weighted
98% – 100%	A+	4.0	5.0
93% – 97%	A	4.0	5.0
90% – 92%	A-	3.7	4.7
87% – 89%	B+	3.3	4.3
83% – 86%	B	3.0	4.0
80% – 82%	B-	2.7	3.7
75% – 79%	C+	2.3	3.3
70% – 74%	C	2.0	3.0
Below 70%	F	0.0	0.0

No “D” Policy

There will not be a “D” grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

[For High School Only] The “No D Policy” applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a “D” grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also, courses transferred from another accredited school will appear on student’s transcript as they are, and “D” will be accepted as a passing grade for all transferred courses. Therefore, the “No D Policy” does not negatively impact graduation.

Assignment Grades

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive percentage grades for each graded assignment and the student’s final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 percentage points. SIS will automatically convert student’s final percentage grade to a final letter grade according to the scale in the table above.

- **Numerical Assignment Grades:** Teachers are typically accustomed to using numerical grades for student assignments. For example; on a math assignment with 10 questions, a score of 6 out of 10 would be equivalent to 60%, corresponding to a failing grade for that assignment.
- **Letter Assignment Grades:** Sometimes teachers directly use letter grades for assignments. For example; a teacher may choose to grade an assignment using letter grades A, B, C, F. In that case, SIS will convert those letter assignment

grades to percentage grades as shown in the table below.

Letter Grade	Converted to % Grade
A+	100%
A	97%
A-	92%
B+	89%
B	86%
B-	82%
C+	79%
C	74%
F	55%

As you may observe, the highest score available for each letter grade range is assigned to each letter assignment grade, keeping the best interest of our students in mind. Since the letter grade “F” has a wide range of 0%-69%, MPS has chosen to assign 50% to mitigate the harm to the student’s final class grade.

- **“Check” Grades:** When possible, MPS encourages all teachers to use the check grades for assignments. This grading system is well suited for assignments with a 1-4 rubric. For example; on a writing assignment with a 1-4 rubric, the teacher can use the check system as follows: Check Plus for 4; Check for 3; Check Minus for 2; and Unsatisfactory for 1. In that case, SIS will convert those check grades as shown in the table below.

Check Grade	Converted to % Grade
Check Plus (“+”)	100%
Check (“=”)	85%
Check Minus (“-”)	70%
Unsatisfactory (“/”)	55%

- **Special Marks:**

Mark	Converted to % Grade
Missing (“M”)	50%
Excused (“E”)	N/A
Not Assessed (“NA”)	N/A

- **Grade Floor of 50%:** Missing assignments will be marked as 50% rather than 0%. The lowest grade for a submitted assignment will be 55%.

Numerical Assignment Grades vs. Check Grades

It is important for teachers to understand the negative impact of numerical assignment grades on student's final grade. Numerical assignment grades distort the average percentage grade except when the assignments are graded out of 100 points. To mitigate the harm, MPS has developed the letter assignment grades and the check grades and strongly recommends the use of check grades for assignments.

Example 1: Assume a student received a 1 out of 4 on her first writing assignment based on a 1-4 rubric and a 4 out of 4 on her second assignment. Common sense tells us the student must pass. Following are the student's average percentage grades based on the two grading systems.

Numerical Assignment Grade System	Numerical Grade	% Grade
Assignment #1	1 out of 4	25%
Assignment #2	4 out of 4	100%
<i>Average %</i>		<i>63%</i>
<i>Final Letter Grade</i>		<i>F</i>

Student receives a failing average if numerical assignment grades (1 and 4) are used.

"Check" System	Grade	Check Grade	% Grade
Assignment #1		Unsatisfactory	55%
Assignment #2		Check Plus	100%
<i>Average %</i>			<i>78%</i>
<i>Final Letter Grade</i>			<i>C+</i>

Student receives a passing average if check grades (Unsatisfactory, Check Plus) are used.

Example 2: Assume a student received the following scores on his science class demonstrations on a 1-4 scale: 2, 3, 3, 3. Common sense tells us the student must pass. Following are the student's average grades based on the two grading systems. While the student fails in the numerical grading system, the student receives a passing B- in the check grading system.

Numerical Assignment Grade System	Numerical Grade	% Grade
Assignment #1	2 out of 4	50%
Assignment #2	3 out of 4	75%
Assignment #3	3 out of 4	75%
Assignment #4	3 out of 4	75%
<i>Average %</i>		<i>69%</i>
<i>Final Letter Grade</i>		<i>F</i>

"Check" System	Grade	Check Grade	% Grade
Assignment #1		Check Minus	70%
Assignment #2		Check	85%
Assignment #3		Check	85%
Assignment #4		Check	85%
<i>Average %</i>			<i>81%</i>
<i>Final Letter Grade</i>			<i>B-</i>

Example 3: Similar to the 1-4 scale, 1-10 scale distorts the grade as well. For example; a student with a score of 6 out of 10 (60%) on her first assignment will need to score a 7 out of 10 (70%) on 18!!! more assignments to be able to raise her average to a passing percentage of 70%.

It may seem a stretch to provide such details about different grading systems in a Student/Parent Handbook, but we wanted to show that points-based grading systems have an inherent problem. Because final letter grades are based on a 100-point system, individual assignment grades based on a numerical scale will always result in distortion and harm to student average grade unless assignments are actually graded out of 100. As a remedy, MPS teachers are asked to use the check system whenever possible and be diligent in their grading practices. We want our students and parents/guardians to focus on the learning process without the worry of grade. Therefore, we strive to implement a purposeful and thoughtful grading system. We are traditionally used to points-based grading in secondary school, but even the best points-based grading system still relies on averaging of assignment scores and a final grade on a report card will not truly show what topics the student has learned and the level of mastery. See Standards-Based Grading!

Standards-Based Grading (SBG)

Standards-based grading (SBG) measures student's mastery of the essential standards for a class, or how well the student understands the material in class. Standards based grading does not rely on the average score of an accumulation of scores. Rather, it relies upon a specific standards-based grading rubric per course, per unit, per project. Final/summative grades reflect the knowledge and skills learned rather than an average over time.

MPS would like to report grades that are accurate, consistent, meaningful, and supportive of learning. While most MPS teachers currently implement points-based grading and reporting, MPS encourages teachers to explore and implement standards-based grading and reporting. We will keep you updated of our progress.

[For Secondary Grades] Determining Final Grades

In middle and high school, course grades are semester based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

[For Secondary Grades] Grading for Transfer Students Entering Mid-Semester to MPS from Another School

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade.

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that he or she was not taking at her/his previous school. The decision will be made on a case by case basis.

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case-by-case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

Report Cards

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

In elementary grades, students will receive a progress report mid-semester and a final report card at the end of each semester. In secondary grades, students will receive two progress reports in a semester and a final report card at the end of each semester.

Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those identified for retention. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides an effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the school programs.

Grade Change Request Process

Parents have a right to request a change of their student's grade on the following grounds:

- Mistake,
- Fraud,
- Bad faith, and/or
- Incompetency in assigning the grade.

When grades are earned for any course of instruction, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within twenty (20) working days of the date the grade report was mailed. The next step, if not resolved with the teacher within ten (10) working days, is a written request to the principal. If not resolved with the principal within ten (10) working days, the decision may be appealed to the Chief Academic Officer. At each step, the parent has the right to present information in support of the request.

Grade Promotion/Retention

[For Elementary Grades] Identification of Students at Risk of Retention

- **Grades K-2:** Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent are in agreement that retention is the best intervention to ensure student success.
- **Grades 3-5:** Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (*Level 1 on Smarter Balanced assessments*) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.
- An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies.

[For Middle School Grades] Grade Promotion

- To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.
- **Summer School:** Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

[For Middle School Grades] Identification of Students at Risk of Retention

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case,

promotion is contingent upon a detailed plan to correct deficiencies.

Retention Procedures

At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Grade requirement for school team participation

All students are required to maintain a "C" or better in all classes to play/participate on a school sports or other extracurricular activity team.

Honor Roll

At the end of each semester MPS publishes the honor rolls for students. Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Participation in Promotion Activities/ Ceremony

In order for students to participate in any promotion activities they must fulfill all the promotion requirements

and not be on suspension or recommended for expulsion at the time of the Promotion Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students may be referred to the Reflection Committee regarding their standing and opportunity to participate in the Promotion Ceremony.

High School Credit Earned in Middle School

Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student's high school transcript. Grades from such courses will not be included in high school cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra I, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

Field Trips

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year. MPS plans many field trips, weekend getaways, summer camp, and interstate and international field trips. Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date in order to be eligible for participation. Phone calls by parents to the school will not be accepted as permission for students to attend.

Students will not be denied participation in educational trips because of race, color, national origin, sex, sexual orientation, disability or any other category protected by applicable law. Each student's parent/guardian must provide written permission for a field trip, authorization for medical care, and a personal health history for those students with health issues/medical conditions. Parents are responsible to provide all necessary medications, supplies, and equipment needed for the field trip at least five school days prior to departure. In order to administer medication (prescription and over-the-counter) on the field trip, parents/guardians must have submitted a complete "Request For Medication To Be Taken During School Hours" form, which includes a parent/guardian signature and the written California licensed health care provider's order with signature and date. If a student needs a Specialized Health Care Service (Protocols),

a current completed Parent Consent and Authorized Healthcare Provider Authorization covering the field trip date(s) MUST be in place.

A complete copy of the "Field Trip Policy" is available for review in the school office and on the school website.

Gifted and Talented Education (GATE)

MPS is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MPS' advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning, including, but not limited to, Advanced Placement (AP) classes, Honors classes, cluster groupings, acceleration, enrichment activities, and independent studies/group projects.

MPS' identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MPS includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups. The final determination of eligibility for the GATE program rests with the administration of the individual school site in accordance with the procedures assumed by the MPS governing board. The school shall base decisions on evaluation of pertinent data by an expert in the gifted and talented field. Students referred to the GATE program will be assessed in grades 3, 6, and 9 or upon enrollment and parent request. In order to ensure equity and accurate identification of GATE students, there will be annualized random sample testing of at least 5% of students in grades 3, 6, and 9 across each MPS school. If a parent recognizes characteristics of giftedness in their child, they may request an assessment.

Please contact the school office for a copy of the "MPS GATE Program Policy."

Harm or Destruction of Animals

Harm or Destruction of Animals – EC 32255 et seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Math Placement

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student.

Please contact the school office or visit the MPS website for a copy of the “MPS Math Placement Policy.”

Physical Education (PE)

MPS will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Please refer to the “School Wellness Policy” posted on the MPS website for details.

CDE mandates districts to provide at least 200 minutes of PE for every 10 school days for students in grades 1-6 and at least 400 minutes for every 10 school days for students in grades 7-12. High school physical education course content must include instruction in each of the eight content areas: The effect of physical activity upon dynamic health, mechanics of body movement, aquatics, individual/dual sports, gymnastics/tumbling, team sports, rhythms/dance, and combatives. While charter schools are only required to provide PE consistent with their individual charters, MPS strives to offer a strong PE and health education program that promotes student physical fitness and health and that includes instruction, to the extent possible, in the eight areas over the span of the PE classes offered as part of the school's course of study.

MPS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. The Board of Directors of Magnolia Public Schools (“Board”) recognizes a desire and a need for its students to have flexibility in meeting the PE graduation requirement. An Alternative PE policy meets this need by allowing students

to receive credit for physical activities not normally offered as part of the regular on-site PE program. It is the goal of MPS to promote the health of its students by supporting regular physical activity as a vital component of the complete learning environment and providing its students with the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. Please refer to the MPS Alternative PE Policy for details.

Please contact the school office for a copy of the “MPS School Wellness Policy” and the “MPS Alternative PE Policy.”

Physical Fitness Test (PFT)

MPS administers the state-designated Physical Fitness Test (PFT) to all students in grades five, seven, and nine as required by EC Section 60800 and 5 CCR Section 1040, regardless of enrollment in a PE course. The test provides criterion-referenced standards to evaluate fitness. These standards represent minimum levels of fitness known to be associated with those health and physical characteristics that offer protection against diseases resulting from physical inactivity. Achievement of the fitness standards is based upon a score falling in the Healthy Fitness Zone (HFZ) for each of six fitness areas. The HFZ represents minimal levels of satisfactory achievement on the tasks. The goal is for students to achieve the HFZ for all six fitness areas of the physical fitness test.

Before and After School Programs

Academic Tutoring Program

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

After School Activities

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.

- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after-school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be communicated after school starts, as well as information regarding how to join. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after-school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours.

A complete copy of the "Afterschool Program Policy" is available for review in the school office and on the school website.

Policy Regarding Students Left on Campus After School Hours

MPS is committed to providing a safe campus for all students. When students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the Principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the Principal or designee after the fifteen (15) minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.
5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the

parents/guardians in writing of parental responsibilities and consequences for their child.

Students should not be dropped off more than **thirty (30)** minutes early for School. The School will open its doors at **7:30 a.m.** and starting at this time students will be supervised by School staff. All students that arrive before 7:30 a.m. will be unsupervised and the School will not be responsible for the safety and well-being of these students.

Each individual MPS school may include site-specific amendments into the drop-off, pick-up, and supervision times addressing local issues.

Education of English Learners

English Learners Identification Notice

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

English Language Proficiency Assessments for California (ELPAC)

MPS values your child's cultural and language assets and offers various instructional program options to best meet your child's educational needs. To better serve the instructional needs of students who are not yet fluent English speakers, school districts are required to identify students' English proficiency levels. Parents and school staff work together to determine the languages that families and students speak at home using the Home Language Survey. Based on responses on the Home Language Survey, state law requires school districts to assess the English language proficiency of new enrollees who speak a language other than English using the Initial English Language Proficiency Assessments for California (ELPAC).

The initial ELPAC must be administered within the first 30 calendar days of enrollment. The School will notify you of the results of this assessment and your student's instructional program placement with a parent letter called the "Initial Parent Notification Letter for English Learners."

To measure student progress in learning English, all continuously enrolled English Learners will be administered the Summative ELPAC in the Spring until the reclassification criteria is met. Parents will receive annual notification of their student's progress toward reclassification and will be notified that their child is a "Long-term English Learner" or is an "English learner at-risk of becoming a Long-term English Learner."

To find more information about the ELPAC assessment or reclassification criteria, please contact the Principal or designee.

Placement of English Learners (EL) - Structured English Immersion Program

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as “acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English.” Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the researched based frameworks and strategies to support language acquisition. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students’ ELD level. All curricula used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services as needed.

For further information on language acquisition, please contact the school office for a copy of the “MPS EL Master Plan.”

Education of Students with Disabilities

Child Find System

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education instruction and related services in accordance with the Individuals with Disabilities Education Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, MPS is responsible for identifying, locating, and evaluating children enrolled at MPS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school office.

A complete copy of MPS’ “**Special Education Policy and Procedures**” is available for review in the school office and on the school website.

Section 504 Policies and Procedures

Section 504 – 29 USC 794, 34 CFR 104.32

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The School provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. The School has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity. For additional information about the rights of parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Principal.

MPS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal.

A copy of MPS’ “**Section 504 Policies and Procedures**” is available upon request in the school office.

Special Education – Use of Assistive Technology

Use of Assistive Technology – EC 56040.3

MPS allows home and community use of assistive technology devices by students who have assistive technology devices as part of their IEP FAPE offer. Students may continue to use while at distributing school and for up to a maximum of two months or until a replacement or comparable device is obtained in new setting. Not every IEP will have an AT device as part of the IEP team offering, but if it is there, it must remain in possession so that the student does not have a lapse in educational access to such device.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. “*Foster youth*” refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the

subject of cases in dependency court and juvenile justice court.

2. *"Former juvenile court school pupils"* refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
4. *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. *"Currently Migratory Child"* includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison

The MPS Board of Directors designates the following staff person as the Liaison for Foster and Mobile Youth:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability

The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the

academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements

Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used,

whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to

complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations

If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures.

A copy of MPS' "**Uniform Complaint Policy and Procedures**" is available in the school office and on the school website.

Education of Homeless Children and Youth

Definitions: The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison

The MPS Board of Directors designates the Principal of each schoolsite as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"), any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

High School Graduation Requirements

Homeless students who transfer to the MPS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless MPS] makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework

satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment.

A copy of the complete Policy is available upon request at the school office and on the school website.

Pregnant and Parenting Pupils

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634
ceo@magnoliapublicschools.org

A copy of the UCP is available upon request at the school office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the school office.

ACADEMICS: HIGH SCHOOL & BEYOND

High School Graduation Requirements

MPS has minimum requirements for a standard diploma that meet and exceed the state graduation requirements and the UC/CSU "a-g" requirements.

Credit Requirement for a Standard Diploma

Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.) Each high school course at MPS is semester based and worth 5 credits, with the exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements

MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC"). MPS adopts all options approved for meeting UC's minimum "a-g" subject requirements, including approved "a-g" high school courses, ACT/SAT examination, AP or IB examination, and U.S. regionally accredited college/university courses (in person or online) as well as validation of coursework as described by the UC. MPS will continue to adapt to any changes in UC subject requirements. The following table lists courses required in order to graduate from MPS.

Math Requirements: MPS math requirements are threefold:

- **Credit requirements:** MPS requires at least 30 semester credits of math for a standard diploma (and 40 semester credits of math for an advanced or honors diploma.) Some of these credits can be earned in middle school.
- **Year requirements:** MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma (and two more years of math for an advanced or honors diploma.)
- **Course requirements:** Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Science Requirements: *UC requirement:* Two years of college-preparatory laboratory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics is required. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area "d" as an additional laboratory science (i.e., third year and beyond). *CSU requirement:* Two years, including one year of biological and one year of physical science with lab.

Language other than English (LOTE) Courses: MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement (*for all diploma types*) by one of the following methods:

- **Formal schooling in a language other than English** – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- **Assessment by a recognized test or University** – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- **Certification by high school principal** – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

PE Requirement: Two years of PE is required. One year of approved Dance, Sports or Marching Band can be used to meet one year of the requirement. Junior Reserve Officers' Training Corps (JROTC)/Cadet Corps and CIF Sports can be used to meet one or both years of the requirement.

MAGNOLIA PUBLIC SCHOOLS (MPS)
HIGH SCHOOL GRADUATION REQUIREMENTS

Subject Area	Requirements	Diploma Type		
		S	A	H
(a) History / Social Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	30	30	30
(b) English	Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. <i>(No more than one year of ESL-type courses can be used to meet this requirement.)</i>	40	40	40
(c) Mathematics	Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. <i>(Four years recommended)</i>	30	40	40
(d) Science	Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. Two years, including one year of biological and one year of physical science with lab required. <i>(Three years recommended)</i>	20	30	30
(e) Language Other Than English (LOTE)	Two years , or equivalent to the 2nd level of high school instruction, of the same language other than English. <i>(Three years recommended)</i>	20	20	20
(f) Visual & Performing Arts (VPA)	One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.	10	10	10
(g) Electives <i>Elective course offerings may change depending on student interest and resource availability.</i>	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English (LOTE), Visual & Performing Arts (VPA), and Computers & Technology	20	20	20
Physical Education	Two years	20	20	20
Computers & Tech.	One year	10	10	10
Total Required Credits:		200	220	220
AP Course / College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. <i>(Not required for a standard diploma.)</i>	N/A	10	20
College/Career Prepared Designation	Designation of “Prepared” on the College/Career Indicator (CCI).* <i>(Not required for a standard diploma.)</i>	N/A	P	P
Other Requirements	Minimum Cumulative GPA:	2.00	3.25	3.50
	Required Service-Learning Hours:*	N/A	40	40
	MPS encourages students to participate in Congressional Award programs and engage in more than 40 hours of community service to develop and demonstrate crucial life skills.			
* The “Prepared” designation requirement and the service-learning hours requirement have been waived for the Class of 2022.				

College/Career Indicator (CCI)

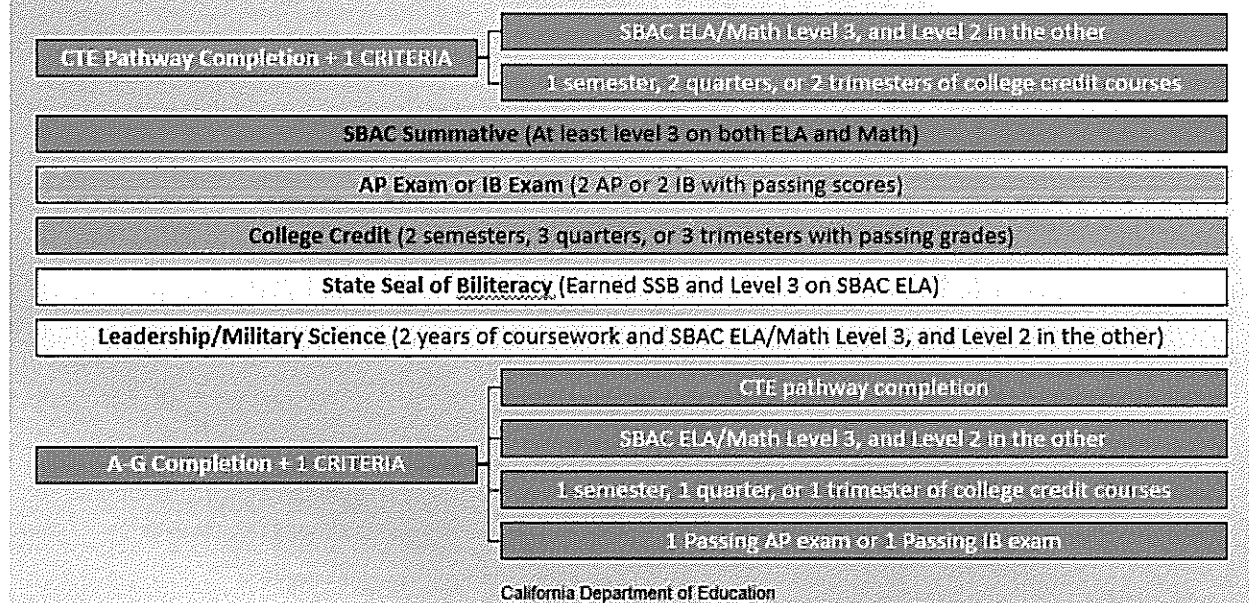
A high school diploma should represent the completion of a broad and rigorous course of study. The CCI was designed by the CDE to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for a-g, or (c) a course of study specifically designed to meet the student's individual interests.

Each year the CDE measures graduating students' preparedness for college/career. This measure is based on completing rigorous coursework, passing challenging exams, or receiving a state seal. The following measures are approved by the CDE as indicators of college or career readiness:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course
- a-g Completion
- State Seal of Biliteracy
- Military Science/Leadership

Please note that there is a variety of ways a student can be designated as "Prepared" for College/Career. Completing one of the 11 paths/options below is sufficient to earn the "Prepared" designation.

How Do Graduates Earn Prepared?



California State University Early Assessment Program (CSU-EAP)

The EAP is a joint program of the CDE, California State University (CSU) and California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from CSU and participating CCC English and/or mathematics placement tests that are required for entering freshman. EAP is now embedded in the CAASPP Smarter Balanced grade eleven ELA and mathematics assessments. Students taking the grade eleven assessments will automatically be participating in the EAP. To provide information to students on their college readiness, students may voluntarily release their results to the CSU and CCCs. The results will not be used for admissions. To find more information about the CAASPP Program CSU/EAP, please contact your child's counselor or contact the school office. Additional information is posted on the internet at: <http://www.cde.ca.gov/ci/gc/hs/eapindex.asp>.

Comparison of Requirements for Graduation
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Source: <https://www.cde.ca.gov/ci/gc/hs/hsgtable.asp> (Rows are re-ordered to match the a-g order.)

High School Subject Area	State Mandated Requirements (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra.	Three years, including algebra, geometry, and intermediate algebra.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics.	Two years with lab required, chosen from biology, chemistry, and physics.
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required.	Two years in same language required.
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Electives	Not Applicable	One year	One year
Physical Education	Two years	Not Applicable	Not Applicable
Total	13	15 (7 in the last two years of high school)	15

Course Credit Acceptance & Transferability

High School Grade Promotion Policy

Criteria: To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below by the end of the school year or by the end of the summer before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

Core Courses: Core courses are Math, Science, English, and History/Social Science.

Minimum Required Credits:

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.
- A student's grade level placement remains the same for an entire school year.

MPS has minimum requirements for a standard diploma that meet and exceed the state graduation requirements and the UC/CSU "a-g" requirements.

Credit Acceptance

Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses,

ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery

A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College counselor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual and Concurrent Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College counselor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

Exemption from MPS local graduation coursework requirements

Students in foster care, homeless students, former juvenile court students, children of military families, migratory students and newly arrived immigrant students, and students with disabilities, if written in the IEP of the student, may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's options for graduation. All coursework that was completed at another school outside of MPS will be issued full or partial credit.

WASC Accreditation & Transferability of Courses

All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact the Dean of Academics & College Counselor for further information.

Diploma Types & Graduation

Diploma Types

MPS offers three different high school diploma types: Standard (S), Advanced (A), and Honors (H). Each diploma has minimum requirements that meet and exceed the state graduation requirements and the “a-g” subject requirements of California’s four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

The “Golden State Seal Merit Diploma” & The “State Seal of Biliteracy”

As directed and described by the CDE, MPS will award eligible graduates the “Golden State Seal Merit Diploma” (GSSMD) and the “State Seal of Biliteracy” (SSB) by affixing the “Golden State Seal” and the “State Seal of Biliteracy” to their high school diplomas. GSSMD is a recognition of graduates who have demonstrated mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student. SSB is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

Service-Learning Requirement

Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

Cumulative GPA & Valedictorian Policy

A cumulative GPA (CGPA) is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student’s high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of **2.00** cumulative GPA for graduation, **3.25** for an advanced diploma, and **3.50** for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student’s

projected grades as of the first of June prior to the date of graduation.

The following table summarizes how courses are included in GPA calculations.

Course Type	Inclusion in MPS CGPA
Approved Honors and AP courses	Weighted
Approved college courses that meet the “a-g” requirements and/or that are identified in the ASSIST student transfer information system as UC/CSU transferable	Converted to high school credits and weighted
Other approved college courses	Converted to HS credits and unweighted
Courses transferred from another accredited school, private or public, a home school, or an alternative school	Included as they are transferred
Courses transferred from a non-accredited school	Not included
Repeated courses	Case-by-case; typically included unless the original grade is not a C or higher; replaces the prior D or F grade
High school courses taken in middle school	Not included

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student’s GPA. Please see your high school college counselor for further details.

Participation in Senior Activities/Graduation Ceremony

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students may be referred to the Reflection Committee regarding their standing and opportunity to participate in the Graduation Ceremony.

California High School Proficiency Exam

California High School Proficiency Exam – 5 CCR 11523

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

College Counseling & Readiness Programs

PSAT/NMSQT Tests & Applications

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test.™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

Advanced Placement (AP) Courses

MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Advanced Placement Fees

AP Fees – EC 48980(k)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees. Please contact the school office for information.

Counseling Programs

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT test dates and materials

- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed by the student and/or parent will remain confidential to the fullest extent of the law.

ASCA National Standards for Students

MPS supports the following American School Counselor Association (ASCA) National Counseling Standards.

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Career Counseling & Course Selection

Career Counseling & Course Selection – EC 221.5(d)

Commencing grade 7, MPS school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

College & Career Technical Education

College & Career Technical Education – EC 51229

College Admission Requirements and Higher Education Information

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, you need only a high school diploma or equivalent, or be over the age of 18. To attend a CSU, you have to take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above, and you applied to a campus or enrollment category that is not impacted. To attend a UC, you must meet requirements for coursework, GPA, and test scores. If you are a California student who has not been admitted to UC campus to which you have applied, you will be offered a spot at another campus if space is available and you rank in the top 9 percent of California high school students or of your graduating class at a participating high school. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.californiacommunitycolleges.cccco.edu – This is the official website of the California Community College system. It offers links to all the California Community Colleges.

<https://www2.calstate.edu/> – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

www.assist.org – This online student-transfer information system shows how course credits earned at one public California college or university can be applied when transferred to another.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ci/ct/gi/.

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

Dual and Concurrent Enrollment Policy

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also need to ensure it is a successful one and that it complements the rigorous course of studies offered at MPS. The following are guidelines for dual and concurrent enrollment.

Eligibility

- **Maturity:** High school students who have demonstrated academic, personal and social maturity are welcome to apply. The high school counselor (“counselor”) will meet with the deans, the student’s teachers and other related school staff to assess the student’s maturity level necessary for dual and concurrent enrollment. During this holistic assessment, student’s attendance records, classroom study habits, homework completion, problem-solving and task-management skills, ability to engage in cooperative learning and whole class discussion as well as student’s behavior and social skills such as self-control, positive interactions and relationships with classmates and teachers, and other skills will be considered.
- **GPA:** Minimum Cumulative GPA of 3.0 (weighted) by the end of the semester prior to dual enrollment.
- **Restrictions:** The student and the parent are responsible for checking whether the college has admission/enrollment restrictions based on age, grade level, or demonstrated eligibility for instruction using assessment methods and procedures.
- **Counselor Approval:** The student is responsible for obtaining approval from the counselor for the specific courses student intends to take before enrolling in college courses.

Procedures

- **Readiness:** The student must demonstrate on track preparation in the discipline to be studied. With input from related school staff, the counselor will determine student readiness for the requested course. MPS expects that requested courses are part of the student’s four-year plan with input from the student, parents, and school staff.
- **Courses:** The student has exhausted all opportunities to enroll in an equivalent course at his or her school of attendance.
- **Credits/GPA:**
 - To determine how a college course fulfills a high school requirement see your counselor. The counselor will indicate whether the

course will receive high school credit along with college credit or only college credit. Counselor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

- Ultimately, it is the ultimate responsibility of the student/parent to determine college credit and the transferability of the course to other colleges. The following website can be used for that purpose: www.assist.org. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another.
- Prior to enrollment, the student needs to make written application to the appropriate college/university office indicating that he or she is seeking high school credit in addition to college credit. Student/parent is responsible for following application deadlines and filling out forms such as "Supplemental Application for Admission of Students in Grades K-12" or other forms required by the college/university and completing the application process in a timely manner.
- It is the responsibility of the college/university to offer college credit. However, it is the responsibility of the student/parent to learn whether dropping or failing the course may impact admission to that college/university.
- It is important for students and parents to understand that students start building college credits as they take college courses. The grades earned may impact student's college GPA and any transfer requirements between colleges. Students and parents are encouraged to choose courses carefully by considering student's future college plans.
- Student/parent will provide an official transcript from the college/university to the counselor in a timely manner. Upon receipt of an official transcript from the college/university showing the course title, number of college units and the course grade, the high school equivalent course and the credits allowed will be recorded on the student's cumulative record.
- Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.
- The following table will be used for conversion of college units to high-school credits:

College Units	High School Credits
Less than 2 semester college units or less than 3 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

• Attendance Requirements:

- The student must provide a copy of college course schedule to the high school counselor for approval before enrolling in college courses.
- The student must inform the counselor in case of any changes in course enrollment (dropping the course, changes in course dates and hours, etc.)
- All students in grades 11 and 12 are required to be enrolled in at least five courses each semester (including the Advisory course). These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion.
- MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day is no less than 180.
- Signed Early Release Form is required for leaving school earlier than regular dismissal.
- All students in grades 9 and 10 must stay until regular school dismissal unless an alternative arrangement has been made with the counselor.
- All students in grades 11 and 12 must stay for the Advisory period unless an alternative arrangement has been made with the counselor.

Signatures and Dates

I have read and I understand the terms of this policy and agree to all provisions set forth.

_____ Student	_____ Date
_____ Parent/Guardian/Caregiver	_____ Date

Dual and concurrent enrollment form is included in this Handbook and copies are also available in the school office.

College Funding

Cal Grant Program

Cal Grant Program – EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements.

Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

Cal Grant Program Opt-out form is included in this handbook and copies are also available in the school office.

Federal Student Aid

Federal Student Aid – EC 51225.8

MPS shall ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information will be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations.

Starting in 11th grade, MPS will disseminate information on how to properly complete and submit the FAFSA or the California Dream Act Application through in-class instruction, existing college readiness programs, family information sessions, and counseling sessions in groups or individually.

Work Permits for Students

It is within the discretion of MPS to determine whether a minor, who is still subject to the state's compulsory education laws, may obtain a work permit and, therefore, be employed to work.

Once a minor is no longer subject to the state's compulsory education laws, he/she is not considered a minor for purposes of the state's child labor laws and is not required to obtain a work permit (LC Section 1286[c]). California's compulsory school attendance law requires a person to attend school until he/she is eighteen years of age, or has graduated from high school, or has passed the High School Proficiency Examination. However, under federal law (29 CFR Section 570.121), Certificates of Age are required for all employed minors under the age of 18 which may be satisfied with the top portions of the work permit application (CDE Form B1-1) (5 CCR Section 10120.1). A work permit may be issued to only minors between the ages of 12 and 18 years of age (EC Section 49111).

Process: The minor/student, after obtaining a promise of employment, shall obtain the "Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age" (CDE Form B1-1) from the school. The minor must complete the "minor" section, request that the employer and parent complete their sections (making certain to obtain both required signatures), and then return the completed form to the Principal. The Principal or designee shall verify all information on the work permit to be issued. If all requirements are met, the school may issue the work permit (CDE Form B1-4).

The school has discretion to impose additional requirements for the issuance of a work permit. MPS requires that the minor maintain a 2.0 cumulative grade point average (GPA).

The school shall retain a copy of the work permit application (CDE Form B1-1) and the work permit (CDE Form B1-4) until the end of the fourth year after the work permit was issued.

Competitive Athletics

Competitive Athletics Information

Competitive Athletics – EC 221.9

Any MPS school that offers competitive athletics shall publicly make available at the end of the school year all of the following information on its website:

1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

"Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal.

ATTENDANCE & RECORDS

Attendance Policy

It is the intent of the Governing Board of the Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Avoiding Absences, Written Excuses

Following an absence, a student is required to bring a written excuse from home when returning to school. Absences without a written excuse are recorded as unexcused.

Tardiness:

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

Definitions:

- **"Tardy"**: MPS starts at **8:00 a.m.*** Students shall be classified as tardy if the student arrives after that time.
 * Each individual MPS school start time may vary. Please check with your school office for the exact start time.
- **"Unexcused Absence"**: Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- **"Truant"**: Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.
- **"Habitual Truant"**: Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any

30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- **"Chronic Truant"**: Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- **"School Attendance Review Team ("SART")"**: is the MPS Attendance Review Team and will consist of the individuals listed below.

Arrest of Truants/School Attendance Review Boards: EC 48263 and 48264:

The MPS attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from MPS without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Team (SART).

Excused Absences/Tardies for Classroom Based Attendance

No student shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) A student shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child (The school does not require a note from the doctor for this excusal).

- (7) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - (8) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - (9) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
 - (10) Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
 - (11) Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
 - (12) A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
 - (13) In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
 - (14) Appearance in court.
 - (15) Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.
 - (16) Observance of a religious holiday.
 - (17) Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and

assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not bring a written note within **two (2)** school days following an absence;
2. Leave school without signing out at the school office;
3. Are absent from class without teacher permission or a valid excuse, including walking out of class;
4. Get a pass to go to a certain place but do not report there; and/or
5. Are absent/tardy for reasons **not acceptable** to the administration including but not limited to:
 - Not waking up on time
 - Transportation problems (missing the bus, traffic, etc.)
 - Running errands for family
 - Work
 - Babysitting
 - Hair appointment
 - Needed at home
 - Vacations or trips
 - Athletic workout
 - Socializing/Lingering in the hallway.

Method of Verification

A parent/guardian must inform the school office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within **two (2)** school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within

two (2) school days of the absence/return, the absence will be marked as “unexcused.” The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has **had twenty (20)** absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. Students who arrive to school late must report to the school office when the student arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, the student will receive an unexcused tardy. The student will be given a “late slip” from office staff to be admitted to class.

Make up Work for Excused Absences

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On

the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Independent Study Policy

Students with a legitimate need for an extended absence of **five (5)** or more days can enroll in independent study.

Please see the school office and website for the “**MPS Independent Study Policy.**”

Extracurricular Activities

When a student accrues **ten (10)** unexcused absences/tardies in a semester, the student may not be allowed to participate in any extracurricular activities for the remainder of that semester. (Field trips and academic opportunities do not count as extracurricular activities.) Special circumstances with documented explanations should be reviewed with the administration. After **twenty (20)** unexcused absences/tardies within the school year, the student may be referred to the Reflection Committee regarding their standing and opportunity to participate in any culminating activities, i.e., promotion/graduation, prom or graduation night.

Process for Upholding the Attendance Policy

First Day of School Process

When students are not in attendance on the **first five (5) consecutive days of school**, MPS will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of school

- will receive a phone call reiterating the content of the letter.
4. MPS will send the Involuntary Removal Notice to the parent/guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
 5. The Involuntary Removal Process can be started immediately upon MPS receiving documentation of the student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
 6. MPS will use the contact information provided by the parent/guardian in the registration packet.
 7. The last known District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment within thirty (30) days of the disenrollment.

Truancy Process

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1 – Truancy Classification Notice" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence or unexcused tardy over 30 minutes.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Habitual Truant Classification Notice – Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and that a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a **Student Support and Progress Team (SSPT)** and the **MPS Attendance Review Team (SART)**. In addition, the parent/guardian will receive a "Truancy Letter #3 – Referral to SART," and will be asked/invited to attend a presentation regarding chronic absenteeism.
5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one (1) day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school store privileges
 - vii. Loss of school event privileges
 - viii. Required remediation plan as set by the SART
 - ix. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.

- d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.
8. If student is absent **ten (10)** or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

Involuntary Removal Process

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 (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). 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. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. 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 suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse

witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing 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 include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is MPS' intent to identify and remove all barriers to the student's success, and MPS will explore every possible option to address student attendance issues with the family. For any unexcused absence, MPS may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, MPS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Pupil Records

Custody Issues

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records unless compelled by a current, signed court order. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the legal custodian of the student if an individual not listed on the emergency card attempts to pick up a child. No child will be released to an individual not listed on the emergency contact or who is not a legal custodian.

Student Records, Including Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School CEO or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's CEO or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the CEO must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to

Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in

electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the CEO at:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

A copy of the complete Policy is available upon request at the school office and on the school website.

A directory information release opt-out form is included at the end of this Handbook and copies are also available in the school office.

News Media Access and Social Media Policy

Occasionally, school staff or reporters and other members of the news media may write about, photograph or video school activities such as sporting events, school assemblies, special programs or newsworthy events.

Parents sign an authorization and release form during enrollment to grant MPS permission to create and use visual and/or audio images of their student, or the student's name or work product in internal and external publications for advertising or educational purposes, or share on its website, Facebook, Twitter, or other social media sites. Parents and guardians who do not want their child to be interviewed, videotaped or photographed should not sign or return that form/waiver. However, even with a signed form, students can turn down a request to be interviewed or photographed by telling their teacher.

The waiver only applies to a student who is on campus. Once they leave the school grounds and are on public property such as the sidewalk, reporters and photographers need no permission to ask questions or take pictures or videos.

For this reason, it is best to talk with your child so he or she knows your preference in advance, in case they find themselves in this situation.

Please contact the school office if you would like to request a copy of the waiver form.

A complete copy of the "MPS Social Media Policy" is available in the school office and on the school website.

Social Security Number

Social Security Number – EC 49076.7

Pupils and their parents or guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you

provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

Student Transfer

- Any student transferring out of MPS must complete the "Student Transfer Form" which can be obtained from the school office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent/guardian's responsibility to contact the school that student will be transferring to. It is the parent/guardian's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent/guardian is still responsible to inform the school office before the last day of school, or last day of attendance.
- All textbooks and any school property loaned to the student must be turned in before the last day of attendance in order to complete a successful transfer.



New Member School Evaluation Form

School Name Vista Meridian Global Academy

Principal Dr. Collin Felch / Dr. Catherine Real

Yrs. as Principal 3

CIF/Athletic Background? Yes

Athletic Director Richard Jimenez

Yrs. as A.D. 3

CIF/Athletic Background? Yes

Date of Contact

Notes

Phone Contact March 16, 2022

Introductions, informational and set campus vista date

Campus Visit April 19, 2022

Campus visit and athletic facilities tour

Enrollment	Current	Next Year	Target: 5 years
Grade 9	80	150	150
Grade 10		80	150
Grade 11			150
Grade 12			150

Sports Fielded: Badminton, Baseball, Basketball, Cheer, Cross Country, Field Hockey, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity – only	Girls Varsity	Girls Junior Varsity – only
	FALL: Cross Country / T.C. Cheer		FALL: Cross Country / Golf / T. C. Cheer / Volleyball
	WINTER: Basketball / Soccer / T.C. Cheer / Wrestling		WINTER: Basketball/Soccer/T.C. Cheer/Wrestling
	SPRING: Golf / Track & Field / T.C. Cheer / Volleyball		SPRING: Track & Field / T.C. Cheer / Beach Volleyball

Current Athletic Competition: Playing contest vs. like small private schools in Orange County and their sister school in Los Angeles

Facilities: Vista Global Academies Gym – Basketball, Volleyball, Cheer, Wrestling / Centennial Park – Soccer, Track & Field / Mile Square Park –

Cross Country

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Comments: K – 9 school now. Will have 9th and 10th graders next year. Will become and move the 9 – 12 campus to a new site within the next two years. Very enthusiastic and committed education based athletics leadership.

Membership Recommendation: ☐ Full Membership ☒ Probationary Membership ☐ Do not Recommend Membership

James Perry – President Elect

Executive Committee Member - Area Representative (Please sign and print name)

5A5
Revised 9/6/2022



CIF Southern Section Application for Membership 2022-23 School Year

ALL INFORMATION MUST BE TYPED

Name of School Vista Meridian Global Academy

Street Address 2609 West 5th Street

City and Zip Code Santa Ana, CA 92703

School Telephone (714) 988-2719 Athletic Telephone (714) 988-2719 Fax (714) 988-2747

School Website www.vistameridian.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls

Number of Students per Grade (Current Year) 9th 80 10th _____ 11th _____ 12th _____

Total Number of Current Year Students 80

Anticipated Future Enrollment 3 Years Hence 300 5 Years Hence 500

New Public High Schools under Construction – Planned Opening Date August 9, 2021

Charter Schools Only – Chartering District/Institution Vista Charter Public Schools

Athletic Program Goals and Objectives

To provide a competitive, team-focused athletic program in multiple sports.

Athletic Administration

Name of Principal Collin Felch Principal's email cfelch@vistacharterps.org

Name of Athletic Director Richard Jimenez Athletic Director's email rjimenez@vistacharterps.org

Accreditation

Western Association of Schools and Colleges (WASC) - 533 Airport Boulevard, Suite 200, Burlingame, CA 94010-2009 & Orange County Department of Education - 200 Kalmus Dr, Costa Mesa, CA 92626

Name and Address of Accrediting Organization _____

Facilities**Sport****Basketball****Volleyball****Cheer****Soccer****Track and Field****Cross Country****Wrestling****Practice Facility**

Vista Global Academies Gymnasium

Vista Global Academies Gymnasium

Vista Global Academies Gymnasium

Cesar Chavez Park**Cesar Chavez Park****Cesar Chavez Park**

Vista Global Academies Gymnasium

Game Site and Location

Vista Global Academies Gymnasium

Vista Global Academies Gymnasium

Vista Global Academies Gymnasium

Cesar Chavez Park**Cesar Chavez Park****Cesar Chavez Park**

Vista Global Academies Gymnasium

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	JV	JV	Winter	Basketball	JV	JV
	Field Hockey				Soccer	JV	JV
	Football				Traditional Competitive Cheer	JV	JV
	Golf		JV		Water Polo		
	Tennis				Wrestling	JV	JV
	Traditional Competitive Cheer	JV	JV				
	Volleyball		JV				
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf	JV					
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field	JV	JV				
	Traditional Competitive Cheer	JV	JV				
	Beach Volleyball		JV				
	Volleyball	JV					

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by October 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: APRIL 1

1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.

DocuSigned by:
Donald Wilson
Signature of Administrator of School (Superintendent/Principal)
Vista Charter Public Schools
Name of School
9/10/2021
Date

DocuSigned by:
Paul Vieyra PAUL VIEYRA
Signature of Officer (Board/Trustee Officer)
Vista Charter Public Schools
Name of District Board
9/10/2021
Date

CIF Southern Section Executive Committee Review and Approval Status

	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date				
	Denied			
Commissioner of Athletics			Area Placement	



2021-22 CBEDS - Online Reporting Application (CBEDS-ORA)

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School: Vista Heritage Global Academy

CDS Code: 30103060132613

Section A. Full-Time Equivalent of Classified Staff

Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Male Paraprofessionals	0.00	0.00	0.00	0.00	2.45	0.00	0.00	0.00	2.45
Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.00	0.33
Male Other Classified Staff	0.00	0.00	0.00	0.00	5.45	0.00	0.00	0.00	5.45

Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Female Paraprofessionals	0.00	0.00	0.00	0.71	5.71	0.00	0.00	0.00	6.42
Female Office/Clerical Staff	0.00	0.00	0.00	0.00	2.43	0.00	0.00	0.00	2.43
Female Other Classified Staff	0.00	0.00	0.00	0.00	1.62	0.00	0.00	0.00	1.62

Nonbinary Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Nonbinary Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section B. Kindergarten Program Type

Kindergarten Program: None

Transitional Kindergarten Program: None

Section C. Work Visa Applications

Number of H-1B Work Visa Applications Submitted: 0

Number of H-1B Work Visa Applications Granted: 0

Section D. Educational Calendar

Calendar Type:

Traditional:

True

School start date:

08/09/2021

School end date:

06/10/2022

Section E. Estimated Number of Teacher Hires (2022-23)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Multilingual Education	0.0
Business	1.0
Dance	0.0
English	1.0
Foreign Language	1.0
Health Education	0.0
Home Economics	0.0
Life Science	0.0
Mathematics	1.0
Music	0.0
Physical Education	1.0
Physical Science	1.0
Reading	0.0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	1.0
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0.0



California Department of Education
CALPADS/CBEDS/CDS Operations Office

2020-21 CBEDS - Online Reporting Application (CBEDS-ORA)

Certification Receipt

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LEA Name: Vista Heritage Global Academy
CDS Code: 30103060132613

Congratulations! You have completed your 2020-2021 CBEDS-ORA submission.

This local educational agency (LEA) certified on 10/30/2020 at 6:11:35 PM

You have entered School Information Form (SIF) data for **1** school.

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

COLLIN ROGER FELCH, Ed.D.
503 North San Ardo Drive, Brea, CA 92821
(650) 888-2030 | collinfelch1@gmail.com

SUMMARY OF QUALIFICATIONS

Vast experience in serving all students to reach their fullest potential. Hard-working educator who engages all stakeholders in the educational process. Champion and advocate for students. Passionate about high quality teaching and learning. Life-long learner with a collaborative leadership style.

EXPERIENCE

Principal, Vista Global Academies (Vista Condor Global Academy, Vista Heritage Global Academy, and Vista Meridian Global Academy), Vista Charter Public Schools, June 2017-Present.

Assistant Principal, Communication and Technology School, Diego Rivera Learning Complex, Los Angeles Unified School District, April 2015-June 2017.

Common Core Mathematics Expert, Intensive Support and Innovation Center, Los Angeles Unified School District, August 2014-April 2015.

Math, Leadership, and Economics Teacher, Ambassador School of Global Leadership, Los Angeles Unified School District, August 2010-August 2014.

OTHER EXPERIENCE

Chairperson, Orange County Charter Principals Network, Orange County, California, 2018-Present.

Board of Directors, Citra Anak Bangsa (Image of Worldly Children School), Jakarta, Indonesia, 2014-2016.

International Judge, Star of Outlook, English Talent Television Show Competition, Beijing, China, 2014.

TEDx Curator, TEDxYouth@7thStreet, Los Angeles, California, May 2012.

EDUCATION

University of Southern California, Los Angeles, California. Rossier School of Education
Doctorate in Educational Leadership (Ed.D.) in October 2016.

University of Southern California, Los Angeles, California. Rossier School of Education Masters of Arts in Teaching in June 2010.
Single Subject Teaching Credential: Mathematics in June 2010.

University of Washington, Seattle, Washington.
Bachelor of Arts in Economics in Spring 2009.

PROFESSIONAL GROWTH

Brandman University, Irvine, California.
Tier II (Clear) Administrative Credential Program in October 2015.

Loyola Marymount University, Los Angeles, California.
Institute of School Leadership and Administration
Tier I Administrative Credential in December 2013.

Cognitive coaching and adaptive schools trained (coaching educators to become reflective, self-directed practitioners), October 2015.

Presenter at multiple conferences.

Asia Society Partnership for Global Learning Conference, New York, June 2012 and June 2013.
Hewlett Foundation Deeper Learning Conference, San Diego, March 2013.

AWARDS AND MEMBERSHIPS

2013 LAUSD and Los Angeles County Teacher of the Year.
Association of California School Administrators (ACSA) Member

REFERENCES

Dr. Don Wilson, Superintendent, Vista Charter Public Schools (310) 428-0539
Mari Barke, President, Orange County Board of Education (714) 745-7513
Cynthia Gonzalez, Principal, Los Angeles Unified School District (562) 417-9202
Dr. Michelle Windmueller, Retired Director, LAUSD (323) 533-5432
Eric Maxey, Staff Relations Director, LAUSD (818) 618-5303
Dr. Rudy Castruita, Retired Superintendent/Dissertation Chair (619) 778-1236
Dr. Mark Johnson, Superintendent, Fountain Valley School District (714) 225-5274
Dr. Andrew Pulver, Asst. Supt, HR, Los Alamitos USD (562) 972-2744
Dr. Steve Regur, Founder and CEO, Educators Cooperative (714) 642-5852
Dr. Brandon Wiley, Chief Program Officer, Buck Institute of Education (716) 867-4822

RICHARD DANIEL JIMENEZ
21862 Huron Lane
Lake Forest, CA 92630
(949) 632-6140

RESUME

EDUCATION:

- Master of Science, Kinesiology, Exercise Science and Coaching
Concordia University, Irvine - Completion date 8/2022
- Clear Single Subject Credential, Physical Education
University of Redlands 2011
- Bachelor of Science, Kinesiology, Physical Education
California State Polytechnic University, Pomona 2001

PROFESSIONAL TEACHING & COACHING EXPERIENCE:

- 2019-present Saddleback College
Adjunct Faculty Kinesiology Department & Community Recreation Instructor
 - Instruction in college community sports league
 - Adjunct faculty instructor in sports education including adapted strength training and stretching and core training.
- 2015-present Vista Heritage Global Academy
Physical Education Teacher - Middle School
 - Developed dynamic Physical Education program to engage at-risk 6th-8th grade middle school students.
 - Collaborated with students, parents, and staff in the development of individualized student success goals.
 - Motivated students to achieve California Physical Education standard success and adopt an active lifestyle through highly engaging athletic activities.
 - Acting Athletic Director - Developed boys and girls sports programs including basketball, soccer, volleyball, flag football, and cheerleading. Contacted local schools and organized competitive team opportunities.
 - Received yearly teacher award for high effort and success in student engagement.
 - Selected by eighth grade student body to be their commencement speaker.
- 2009-present Saddleback Valley Unified School District
Director Shooting Stars Special Needs Basketball Program
 - Successfully developed a challenger division of basketball designed for players who have participated in physical therapy, have chronic pain, or permanent disability.
 - Responsible for organizing coaches, referees, scorekeepers, schedules, teams, uniforms, and equipment to run league.
 - Incorporated a team of volunteer coaches and peer assistants.
 - Modified program to include all players with a wide variety of physical and developmental needs.
- High School Roller Hockey Varsity & JV Coach - Saddleback Valley Unified School District - 3 years
- High School Assistant Football Coach - Chino Valley Unified School District - 1 year

- Recreation Coach - Baseball, Soccer, Football, Basketball - 15 years

PERSONAL ATHLETIC EXPERIENCE:

- Adult recreation - Soccer, Roller Hockey, Cycling, Running, Surfing
- Semi-Pro Football - California Bears, Quarterback
- Football Scholarship, Azusa Pacific - Team Captain, Quarterback
- High School Varsity Sports - Football, Baseball, Basketball

CERTIFICATES/CLEARANCE:

- Clear Teaching Credential - Physical Education
- CLAD
- CBEST
- CPR/First Aid
- TB

Coaches & Qualifications

Girls Basketball: Alexis Chorn (Played Basketball in High School, Coached Middle School Basketball)

Boys Basketball: Alexis Chorn (Played Basketball in High School, Coached Middle School Basketball)

Girls Beach Volleyball: Nicole Douglas (Played Volleyball throughout high school)

Coed Cheer: Tiffani Grubbs (Former High School Cheerleader)

Girls Cross Country: Richard Jimenez (PE Teacher, Avid track & field athlete)

Boys Cross Country: Richard Jimenez (PE Teacher, Avid track & field athlete)

Girls Golf: Richard Jimenez (PE Teacher, Avid golfer)

Boys Golf: Richard Jimenez (PE Teacher, Avid golfer)

Girls Soccer: Gilbert Ruiz (Played Soccer since age of 7, including through high school and won 2 league championships)

Boys Soccer: Gilbert Ruiz (Played Soccer since age of 7, including through high school and won 2 league championships)

Girls Track & Field: Richard Jimenez (PE Teacher, Avid track & field athlete)

Boys Track & Field: Richard Jimenez (PE Teacher, Avid track & field athlete)

Girls Volleyball: Nicole Douglas (Played Volleyball throughout high school)

Boys Volleyball: Nicole Douglas (Played Volleyball throughout high school)

Girls Wrestling: Robert Fernandez (Played Football and Wrestling in High School)

Boys Wrestling: Robert Fernandez (Played Football and Wrestling in High School)



**NOW ENROLLING
9TH GRADE FOR
2021-2022
SCHOOL
YEAR**

**WHY
CHOOSE US**

1

Small school
learning
environment

**THE
LEARNING
BENEFITS**

2

Specialization in
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International Business,
and Cybersecurity

**WHAT WE
OFFER**

3

Tuition-free
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5A5



Vista Meridian Global Academy

**Charter Petition for a Five-Year Term
(July 1, 2021 – June 30, 2026)**

**Submitted to the Santa Ana Unified School District on
May 12, 2020**

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

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ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

General Information Table	
• The contact person for Charter School is:	Dr. Don Wilson, Superintendent
• The contact address for Charter School is:	2609 West 5 th Street Santa Ana, CA 92703
• The contact phone number for Charter School is:	(213) 201-4000
• The proposed address or ZIP Code of the target community to be served by Charter School is:	2609 West 5 th Street Santa Ana, CA 92703
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	125
• The grade level(s) of the students in the first year will be:	9
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 9, 2021
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:30AM – 3:40PM
• The term of this Charter shall be from:	July 1, 2021 to June 30, 2026

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

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

- **Vista Charter Middle School (VCMS)**, authorized by the Los Angeles Unified School District (LAUSD), opened in September 2010; in 2019-20 serves 390 students in grades 6-8: 93% Hispanic/Latino, 4% Filipino, 2% African American; 97% of students qualified for Free or Reduced Price Lunch (FRPL), 24% English Learners (EL), and 6% Students with Disabilities (SpEd).
- **Vista Heritage Global Academy (VHGA)**, authorized by the Orange County Department of Education (OCDE), opened in 2015, and in 2019-20 serves 281 students in grades 6-8: 100% Hispanic/Latino; 99% FRPL, 44% EL, 9% SpEd and 2% foster/homeless youth.
- **Vista Condor Global Academy (Vista Condor)**, also authorized by OCDE, opened fall 2018, currently serves 177 students in grades K-5: 100% Hispanic/Latino, 98% FRPL, 48% EL, and 13% SPED.
- **Vista Horizon Global Academy (Vista Horizon)**, authorized by LAUSD, opened in 2019 in the Koreatown neighborhood of Los Angeles with 36 students in TK/K-5: 56% Hispanic, 25% Asian, 6% Filipino, 3% African American; 75% FRPL, 44% EL, and 11% SPED.

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

- While not required, both of our middle schools have full accreditation from the Western Association of Schools and Colleges (WASC). VCMS received a full six-year accreditation in 2017/18, and VHGA earned a three-year accreditation in 2017/18, the highest accreditation possible for a first-time award.
- In 2016, VCPS hired Dr. Don Wilson to serve as our new Superintendent. Dr. Wilson has led our Board of Directors and stakeholders through comprehensive strategic planning and self-reflection, including a more focused vision and instructional focus, as detailed throughout this charter petition. As detailed in his biography just below, Dr. Wilson has been an exceptional leader with LAUSD for more than 30 years, including leading one of the top-performing elementary schools in the state, Wonderland Elementary.
- VCPS has established collaborative partnerships to benefit our students and their families:
 - *Asia Society* and their *International Studies Schools Network*: As a part of this network, we are provided resources and opportunities to enrich the

educational experience for our students through their framework of educating for global competence.

- *Ojai Foundation and Circle Ways*: Provides mentoring and coaching support for our Way of Council program.
- *CSU Long Beach School of Education*: Educational Affiliation Agreement to support CSULB's Early Fieldwork and Credentialing Program through student observers, student teachers, and the opportunity for Vista staff to guest lecture in certain CSU Long Beach courses.
- *CSU Fullerton Center for Economic Education*: CSU Fullerton students guest teach financial literacy concepts at VHGA, and for VHGA students participate in their annual Stock Market Olympiad and Titan Fast Pitch events.
- *Pepperdine Graduate School of Education*: VHGA hosts and mentors student teachers.
- *IFA-China*: Partnership agreement to create sister schools and educational exchanges with schools in China.
- *Easter Seals*: partners with our SpEd team to help prepare our students with workforce skills.
- *Healthy Smiles for Kids of Orange County*: provides dentists and dental services to VHGA students at the school site free of charge to their families.
- *Loaves & Fishes X10*: provides food bank with free food and basic supplies to families in need at Vista.
- *Olive Crest*: provides parenting classes for VHGA parents free of charge.
- *California Policy Center*: provides parents classes on how the educational system works, called the "Education Commandments."
- *Santa Ana Chamber of Commerce*: VHGA is a member of the Santa Ana Chamber of Commerce, which provides a multitude of networking opportunities to local businesses and community organizations as VHGA establishes a greater presence in the Santa Ana community.
- MTSS SWIFT FIT – The SWIFT Center for Education at the University of Kansas, a partner with OCDE on their Multi-Tiered Support System (MTSS) Initiative, rated VHGA with a 90% composite overall score in just our second year of the program (2018-19), up from a 75% in our first year of MTSS implementation (2017-18). The SWIFT-FIT is a "Fidelity of Implementation" tool to evaluate the effectiveness of the implementation of MTSS programs. This assessment contains 51 features within 5 domains (Administrative Leadership, Multi-Tier Support, Integrated Education, Family Engagement, and Inclusive Policy).

Coronavirus School Closures

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

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

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

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

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

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

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

Leadership Team

Donald S. Wilson, Ed.D., Superintendent

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

Board of Directors

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

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

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

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

Paul Vieyra, Residential Real Estate Agent

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

Mimi Kim, CEO, ChefDance LLC

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

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

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

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

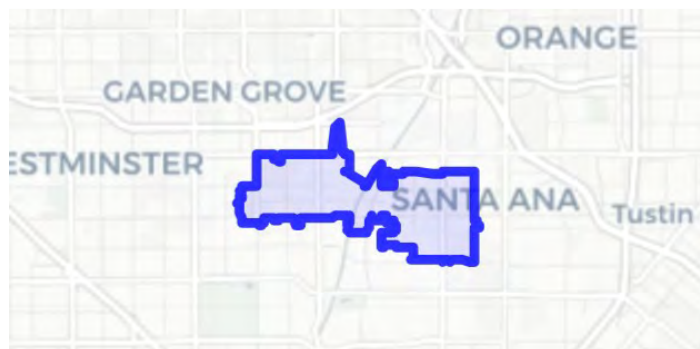
Dr. Suzie Oh, Educational Consultant and Adjunct Professor, California State University, Los Angeles and Fullerton

Dr. Oh has a wide arrange of educational experience as a Principal, Assistant Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher. She has supervised student teachers at CSU LA, Fullerton and Long Beach as well as the University of Southern California. Dr. Oh has been invited to Korea for two decades for numerous speaking engagements at universities, school districts and schools to train principals, teachers and parents. She has written and co-authored several books and articles including *Handbook for Teaching Korean-American Students* by California State Department of Education, and the *California Department of Education Foreign Language Framework (Curriculum Framework and Criteria Committee Member)*. Her areas of expertise include leadership for school principals and CEOs, literacy, the teaching and learning framework, multicultural education, English education, and thinking maps. She has been honored with several awards including ‘Principal of the Year’ by the Association of California Schools Association, Region XVI, and the Susan B. Anthony Award by Hollywood Business & Professional Association. Dr. Oh holds an Ed.D. and Master’s Degree in Education from the University of Southern California.

Student Population To Be Served

TARGET POPULATION

VMGA will be located in Santa Ana in the 92703 zip code, where the population is 78% Hispanic, 16% Asian (with a large Vietnamese population in the area), 0.5% Black, and 5% White. According to Census data, 31% of adult residents over age 25 have less than a 9th grade education, more than half (51%) have not earned a high school diploma, and only 8% of residents hold a Bachelor’s degree or more.¹ An overwhelming majority of the population (87%) speak a language other than English at home, with 54% of the population speaking English “less than well.” A quarter of the families (26%) with children under the age of 18 are living in poverty, and half (51%) the population is foreign-born.² Median income is \$52,970 with 26% of families with children under 18



were living below the federal poverty line in the past 12 months;³ **in 2019, the federal poverty line for a family of four is \$25,750.**⁴ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Orange County with two full-time working adults needs each adult to earn

¹ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

² <https://factfinder.census.gov> (2017 American Community Survey)

³ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁴ <https://aspe.hhs.gov/poverty-guidelines>

\$20.21/hour to be self-sustaining (not needing public assistance).⁵ The federal poverty line rate equates to just \$5.00/hour. In other words, significantly more than 26% of families in our community are living in poverty based on the economic realities of the area.

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

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

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

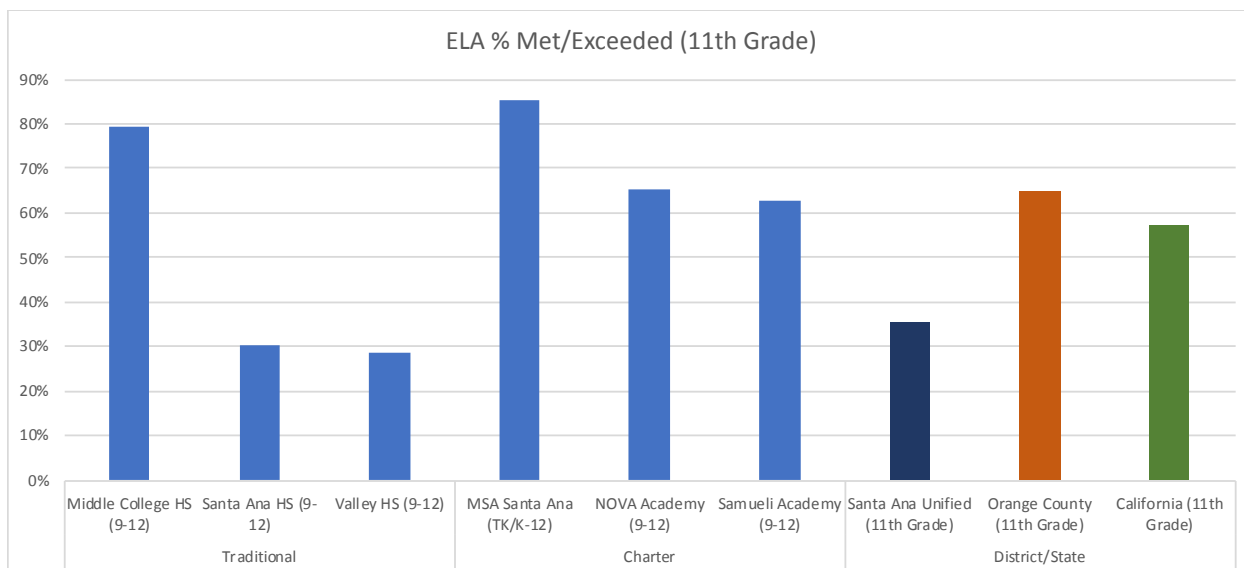
	Total Enrollment 2019-2020	% FRPL	% EL	% RFEP	% SpEd	% Foster/ Homeless	% Latino	% Black	% Asian	% White	% Two Races
Traditional Schools											
Middle College HS (9-12)	459	79%	16%	65%	20%	12%	94%	0%	4%	1%	0%
Santa Ana HS (9-12)	3,260	93%	28%	62%	13%	20%	99%	0%	0%	0%	0%
Valley HS (9-12)	2,252	94%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

Graduation rates at these schools are generally strong, ranging from 90% at the two large traditional schools, Santa Ana and Valley HSs, to 100% at Middle College HS,

⁵ <http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

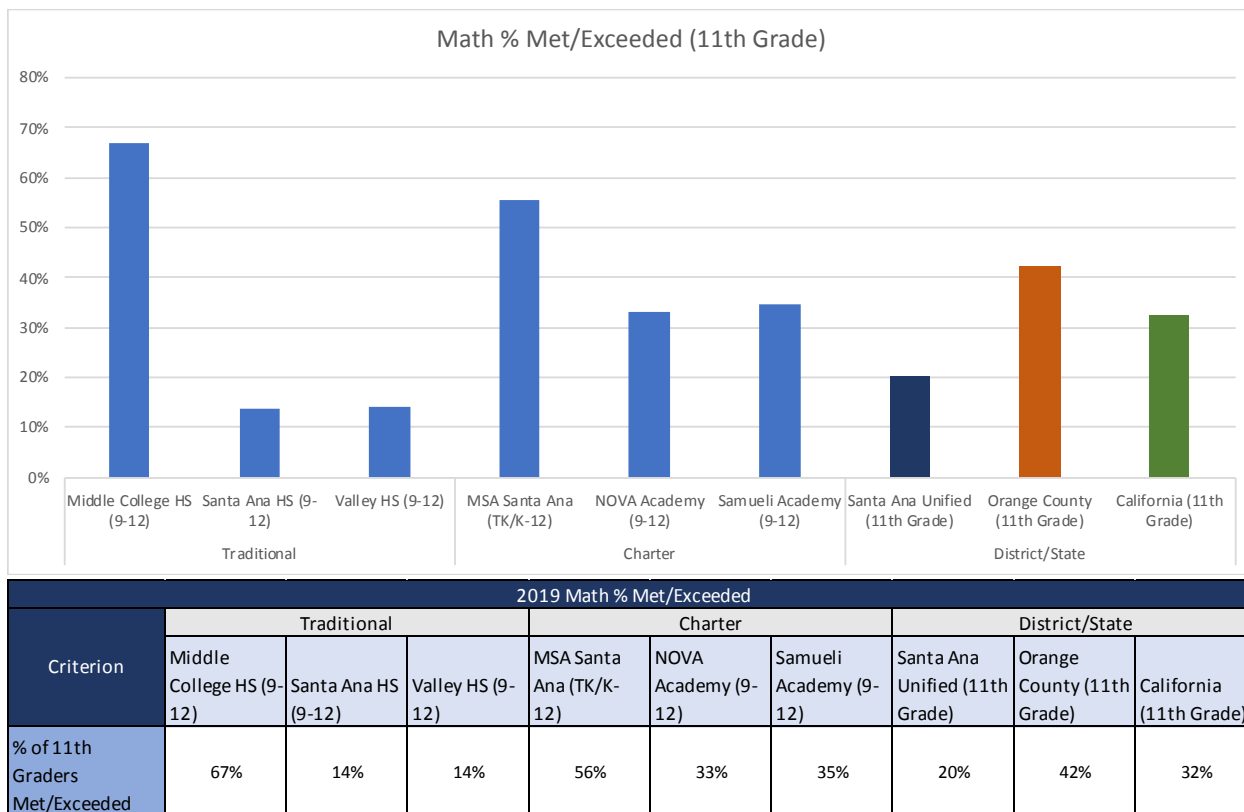
with the charter schools falling in between. College/Career Indicator ratings on the California Dashboard, however, are mixed. Middle College HS and Samueli HS both are in the top/"blue" tier, with 100% college/career ready at Middle College HS and 81% at Samueli HS. But at Valley HS (53%), NOVA (54%)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

On the 2019 CAASPP exams, students at the smaller schools in the community, including the district-operated Middle College HS, performed significantly better than their peers at the two large traditional schools, Santa Ana HS and Valley HS. Students at the three charter high schools and Middle College HS scored 63-85% Met/Exceeded in ELA, higher than the District (35%), County (65%) -- except Samueli which was almost there at 63%) and State (57%) averages.



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

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



VMGA WILL MEET THE SPECIFIC EDUCATION INTERESTS, BACKGROUNDS AND CHALLENGES OF STUDENTS IN SANTA ANA

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

lack of kitchen or plumbing facilities.⁶ Lack of appropriate access to health care and other supports, drug and alcohol abuse, teen pregnancy, gang involvement and other factors contribute further to childhood trauma, as children witness and experience violence and these other challenges in their neighborhood and even their own homes.

According to a 2019 Santa Ana Community Safety Assessment by the Urban Peace Institute, “The top five issues impacting safety in Santa Ana were ranked as follows: 1) homelessness, 2) fear of deportation, 3) drug sales/use, 4) general disorder (i.e. trash, graffiti, noise), and 5) gang activity and gun violence. . . . Over the last five years, Santa Ana has experienced a 62% increase in homicides. The homicide clearance rates have dropped over that same time period by 59%. Santa Ana is home to 33% of the documented gang members in all of Orange County.”⁷

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;⁸ a recent study on the mental health of students in LAUSD, where two of VCPS's schools are located, revealed that *98% of students* reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.⁹ In a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing three or more traumatic events.¹⁰ Given the data regarding Santa Ana, we expect similar rates for the students we will serve at VMGA. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.¹¹

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

⁶ www.countyhealthrankings.org

⁷ https://d3n8a8pro7vhmx.cloudfront.net/sabhc/pages/130/attachments/original/1562790671/UIP_Santa_Ana_Report_Digital.pdf?1562790671

⁸ The National Child Traumatic Stress Network, “Facts & Figures”. Retrieved from <http://www.nctsn.org/resources/topics/facts-and-figures> on 6/26/17

⁹ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17

¹⁰ An Integral Part of The Education team. Retrieved from <https://achieve.lausd.net> on 4/4/19

¹¹ How Does Trauma Affect Children? Retrieved from <http://traumaawareschools.org/impact> on 4/4/19

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

Building on the success VCPS has established over the past decade, the new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following”.¹²

(a) Improve pupil learning: through extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: led by the Student Support Team, the Charter School will provide a Multi-Tiered System of Supports for all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, extended days and intervention/enrichment groups in order to increase learning opportunities for all students.

(c) Encourage the use of different and innovative teaching methods: by providing comprehensive and ongoing professional development and coaching to all of our instructional staff, teachers will be encouraged to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual student’s needs are met.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: VMGA will offer families in the Santa Ana community a choice to enroll their grades 9-12 children a small school alternative to the neighborhood resident schools, with a global and STEAM focus that includes CTE Pathways in International Business, Biomedical Science and Networking (Cybersecurity).

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems: with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the VCPS Board of Directors, the charter authorizer, and all stakeholders.

¹² CA Ed. Code § 47601.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools; while we do not subscribe to “competition” between public schools, VCPS is committed to collaboration with other schools in SAUSD to disseminate our best practices in meeting the needs of underserved students. (Cal. Ed. Code Section 47601.)

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

ENROLLMENT PLAN

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

Grade	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
9	125	125	125	125	125
10		125	125	125	125
11			125	125	125
12				125	125
Total Enrollment	125	250	375	500	500

GOALS AND PHILOSOPHY

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

MISSION AND VISION

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

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

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

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the “sage on the stage” model, in which the teacher directly delivers instruction through lecturing, to the “guide on the side,” in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.¹³ At VMGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed.

The VCPS global educational approach combines teaching global competencies through Asia Societies International Study Schools Network.¹⁴ We believe that globally competent students have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students’ “why” questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Finally, through carefully designed school structures, policies and programs, VMGA will provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies,¹⁵ Way

¹³ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).
Vygotsky, L. (1987). Zone of proximal development. *Mind in society: The development of higher psychological processes*, 5291, 157. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

¹⁴ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

¹⁵ Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.

of Council¹⁶ and other acclaimed programs help engage our students and develop their capacity for success.

AN EDUCATED PERSON IN THE 21ST CENTURY

Developed at the turn of the 20th century, our current educational system was designed to meet the needs of the industrial revolution, with its emphasis on factory and assembly-line production jobs.¹⁷ Unfortunately, a person time-traveling from 1918 to 2018 would feel too much at home, too familiar with the classroom culture at many schools across California and our nation. Too many students are still asked to sit quietly for six hours each day, as their teachers lecture, or they are asked to work silently on isolated skills and have faith that these will somehow be relevant in their adult lives.

This pedagogical style may have been appropriate when our country needed workers able to do the same task, over and over, on one part that would eventually be one piece of a car, boat, or machine. Those jobs met the needs of an industry-based society; workers today need the technical skills to manage—and succeed—in an increasingly complicated high-tech and automated world. On a daily basis, the media reports on the effects of this new economy and what it means to be a qualified worker today.¹⁸ Workers in traditional occupations are experiencing some of the most profound impacts, as car manufacturing plants, factories, and coalmines close, giving way to innovations in manufacturing and energy development. A 2013 Oxford University study predicted that roughly 700 common jobs are susceptible to future automation.¹⁹ Another recent study out of University of Redlands' Institute for Spatial Economic Analysis showed that approximately 60% of the Southern California workforce is vulnerable to being replaced by automation in the next 10 to 20 years.²⁰ The world around us is rapidly evolving, and so our schools must also evolve.

Mastery on standardized tests and traditional approaches to the acquisition of knowledge are not sufficient for today's youth. With an ever-widening opportunity gap preventing youth from contributing meaningfully in today's society and economy, we must step back and reassess both *how* children at different stages of development learn and the environments that best nurture learning. Schools with experiential and hands-on learning models – *that is, where students are building the independence to think deeply, test ideas, solve problems, and reflect on their own learning and growth*—are teaching us something profound about student learning and potential. It is increasingly clear that both academic (up to and through college) and life success in the 21st century demands

¹⁶ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

¹⁷ Spring, J. (2017). *American education*. Routledge.

¹⁸ McKinsey Global Institute. (2017). Technology, jobs and the future of work. Accessed from <https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work>.

¹⁹ Frey, C. B., & Osborne, M. (2013). The future of employment.

²⁰ Semuels, A. (2017). The Parts of America Most Susceptible to Automation. *The Atlantic*. Accessed from: <https://www.theatlantic.com/business/archive/2017/05/the-parts-of-america-most-susceptible-to-automation/525168/>.

the development of deeper learning, cultural competency, and social emotional skills that develop both our humanity and our career-readiness.²¹

At VMGA, we believe that if students are to successfully enter into college and career, they should be educated in a way that prepares them to be adaptable, creative, critical thinkers; they must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not even exist yet. VMGA's unique educational approach will combine teaching global competencies in tandem with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in rigorous post-secondary schools and a global economy.

We believe that 21st century competence starts with global competence.²² Preparing all students for college, work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works.²³ Students will be able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students will recognize that because they have a unique perspective that someone else may not share, it is essential to listen and consider views that are divergent from their own.

Students who are 21st century-ready and globally competent effectively communicate their ideas with diverse audiences, often through the use of appropriate technology.²⁴ By applying what they have learned, our students will translate their ideas into appropriate actions to discover solutions to local and global challenges.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. In this age of technology, information is shared globally almost instantaneously. And, with over 200 million migrants worldwide, migration and immigration are creating societies that are enormously diverse, linguistically and culturally. More than ever, people, cultures, and nations are interdependent. Schools must therefore prepare students to solve problems on a global scale and participate effectively in a global economic and civic environment. Put simply, schools must prepare students to be *globally competent*.

VMGA, as a part of the VCPS organization, will be a member of the Asia Society's, International Student Study Network (ISSN), which will serve as a foundation for our global studies. Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples,

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

²² Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.

²³ Pusch, M. D. (2009). The interculturally competent global leader. *The SAGE handbook of intercultural competence*, 66-84.

²⁴ Hutchison, A., & Beschoner, B. (2018). Mobile Devices and Multimodal Textual Practices. In *Mobile Technologies in Children's Language and Literacy: Innovative Pedagogy in Preschool and Primary Education* (pp. 83-97). Emerald Publishing Limited.

leaders, and institutions of Asia and the United States in a global context. Since its inception, Asia Society's ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. VMGA will work with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.²⁵ Asia Society and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world.

Supported by a foundation of knowledge and understanding developed through rigorous disciplinary and interdisciplinary study, the 21st century learner is globally competent and able to do the following:

Investigate the World. Globally competent students ask and explore critical questions and "researchable" problems that are *globally significant*, addressing important phenomena and events that are relevant in their own communities and communities across the globe. Globally competent students can articulate the significance of their questions and know how to respond to questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.²⁶

Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not subscribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.²⁷

Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that they may see different meanings in the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and collaboratively participate in diverse groups, and work effectively toward a common goal. Globally

²⁵ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

²⁶ Mansilla, V. B., & Jackson, A. (2013). Educating for global competence: Learning redefined for an interconnected world. *Mastering Global Literacy (5-27)*. New York: Solution Tree.

²⁷ Ibid.

competent students are media and artistically savvy; they know how to choose and effectively utilize appropriate technology and media to communicate with disparate audiences, including through respectful online social networking. While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. Students receive Spanish language instruction as well as literacy in English. Building literacy in English and Spanish reinforces pride in our students' primary language (mostly Spanish) and validates the diverse cultures they come from. VMGA will also provide access to language instruction for an Asian language once enrollment increases to capacity.

Take Action. What skills and knowledge will it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities-- from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we don't even know we need. Globally competent students ethically and creatively envision and weigh options for action, assess the potential impact of that action, take into account diverse opinions and potential consequences of the action, and show courage to execute a plan and reflect on it later.

Apply Disciplinary and Interdisciplinary Expertise. Global competence requires that students master content knowledge detailed in the California Common Core State Standards and apply appropriate methods of inquiry within and across disciplines as historians, scientists, and artists. Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens. A competitive advantage will go to those students who are aware of global events, can comprehend the intersections of environmental, financial, social, and other systems, and understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and participate in dialogues about a rapidly evolving world.

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

HOW LEARNING BEST OCCURS

At VMGA, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement will be at the heart of the VMGA learning experience. We see engagement as an act that connects us to each

other and to the physical world. Engaged students are focused, actively involved in school's social and educational opportunities, and academically successful.²⁸

While there have been some overall improvements for all students of all races, the achievement gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts.²⁹ There is increasing academic interest and emphasis on the importance of supportive instructional strategies such as scaffolding and formulating safety nets for at-risk students.³⁰ Research has increasingly demonstrated that engagement is a critical factor in positive student outcomes.³¹ This is crucially important as many researchers regard the opposite of engagement as disengagement,³² which is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys.³³ Multiple studies have shown a significant correlation between engagement and achievement.³⁴ With researchers suggesting that between 25% and 66% of students may be disengaged,³⁵ engagement may be the North Star for promising practices that address the needs of at-risk students.

A priority for VMGA is to close the achievement gap for our target student population, historically underrepresented students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for these at-risk student populations.³⁶ Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.³⁷ For a great number of

²⁸ Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht.

²⁹ Torlakson, P. I. T. (2013). Recommendations for transitioning California to a future assessment system. *Sacramento, CA. California Department of Education*.

³⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

³¹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

³² Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

³³ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education, 42*(6), 536-559.

³⁴ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: what is it? Why does it matter? *Handbook of Research on Student Engagement*.

³⁵ Finn, J. D. (1989). Withdrawing from school. *Review of educational research, 59*(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1).

³⁶ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists.

³⁷ Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review, 67*, 1-40.

economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.³⁸ Therefore, VMGA will prioritize increasing our students' social capital within the design of our educational program.

VMGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.³⁹ The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing awareness of time and space.⁴⁰

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.⁴¹ It may also be measured qualitatively and includes paying attention, responding to teacher's questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates.⁴² Research is clear that behavioral engagement has a significant effect on achievement.⁴³ This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

Emotional engagement. There is a strong correlation between behavior and emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community.⁴⁴ Multiple studies affirm the connection between student

³⁸ Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, 19(1), 185-210.

³⁹ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

⁴⁰ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁴¹ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁴² Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴³ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁴⁴ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the*

attitudes about school and participation rates; students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students.⁴⁵

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning.⁴⁶ In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning.⁴⁷

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the VMGA experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.⁴⁸ A state of flow can best be described as total absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.⁴⁹ When a person is in flow, he or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent.⁵⁰

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit.⁵¹ This state of optimal engagement can be traced to the work of Lev Vygotsky, a psychologist who introduced the notion of the Zone of Proximal Development (ZPD).⁵² ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in the VMGA experience. Self-efficacy also has a

Schools, 45(5), 369-386.

⁴⁵ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

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

⁴⁶ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

⁴⁷ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁴⁸ Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

⁴⁹ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁵⁰ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁵¹ Ibid.

⁵² Vygotsky, L. S. (1987). *Problems of general psychology*.

positive effect on engagement, which in turn affects overall achievement. VMGA will help students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task.⁵³ Further, we recognize the importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

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

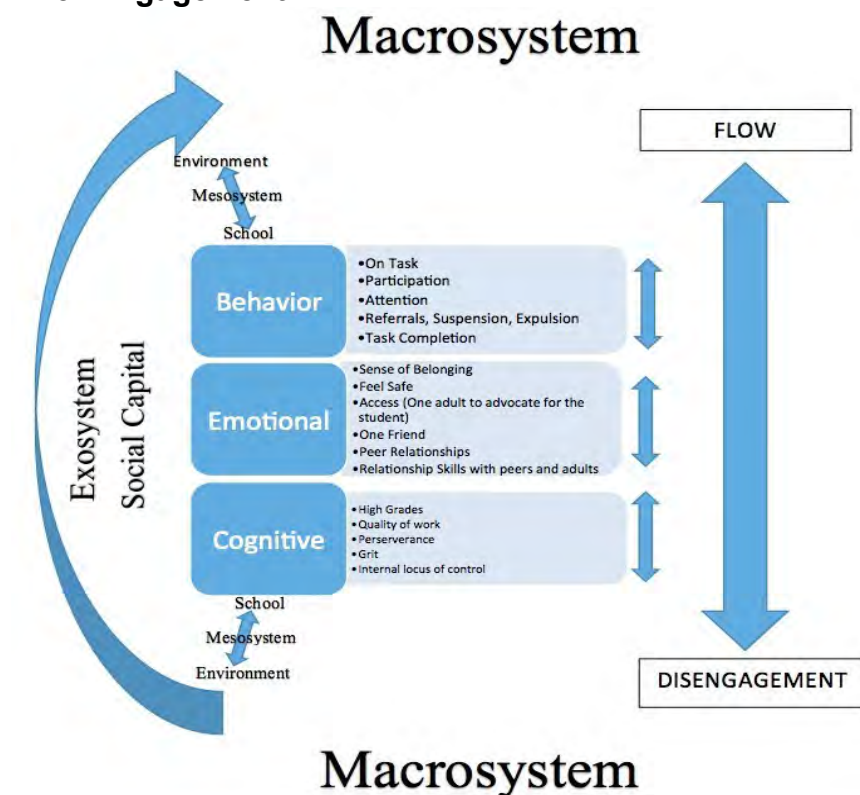
At VMGA all programs, processes, and procedures will be evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains drives increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap. This framework is based on the work of our Superintendent, Dr. Donald Wilson, and a team from the University of Southern California that conducted an extensive review of the literature on engagement and achievement, with a close look at the work of Urie Bronfenbrenner (Neal & Neal, 2013).⁵⁴ Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.⁵⁵ Bronfenbrenner's Ecological Systems Theory includes the macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework (see chart below). The macrosystem, or attitudes and ideologies of the culture, combine with a student's microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

⁵³ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁵⁴ Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development*, 22(4), 722-737.

⁵⁵ Ibid.

Framework for Engagement



In short, the framework provides the bases of the pedagogical stance that our school must provide instruction that gives students the opportunity to build social and emotional capital, as well as acquire strong academic and technical skills. The three domains of engagement must be present to increase student engagement and increase social capital for our students. Students learn best with programs that provide engagement in multiple domains. For instance, while Kagan Cooperative Strategies provides structures to increase cognitive engagement, they are embedded in social/emotional strategies like complimenting a partner, greetings, and thanking teams and partners after working together. Further, they address behavioral issues of staying on task, participation, and attention. Another example of how VMGA will support high student engagement is through Way of Council, which grants students many opportunities to reflect about how their own thinking affects outcomes, and thus, increases cognitive engagement.⁵⁶ Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

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

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

⁵⁶ Ways of Council. The Council Path. Accessed from <https://waysofcouncil.net/the-council-path/>.

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

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

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

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

INSTRUCTIONAL DESIGN

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

At VMGA we are committed to transforming the school experience.

Teachers who push students academically and demand high standards not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement.⁵⁷ At VMGA, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The VMGA approach is one in which our adolescent students will learn by doing under the guidance of a strong mentor/teacher. We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

⁵⁷ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

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

At VMGA, we will create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement (see above). Research on the positive correlation of strong student engagement with higher student achievement is clear and drives our instructional design. While engagement is “easily understood by practitioners as being essential to learning,”⁵⁸ the bridge from theory to application is often difficult. At VMGA our instructional foci are based on our deep research on engagement and represent a unique combination of global competence and STEAM preparedness. We see these two areas not as separate foci, but rather as a nested symbiotic grouping that works together to address the needs of the 21st century learner.

GLOBAL COMPETENCY

VMGA will be distinguished by its collaboration and partnership with Asia Society’s International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years. The ISSN currently includes a variety of different grade levels and types of schools serving approximately 16,000 students in eight states. In keeping with the Asia Society’s original mission to serve traditionally underserved populations, the majority (63%) of ISSN students are low-income, and 73% are students of color. Four-year graduation rates and student performance rates exceed those in comparable schools. In 2011, ISSN schools had an average four-year graduation rate of 89%. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).⁵⁹

The Asia Society does not promote a single, prescriptive school design. The starting point for all of its schools is a shared definition of a college-ready, globally competent graduate. The ISSN Graduate Profile describes a student who has mastered the knowledge and skills required for college, has expertise in core content areas from a global perspective, is a proficient thinker and problem solver, can view and analyze issues and events from varying perspectives, can communicate in more than one

⁵⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁵⁹ Asia Society. Center for Global Education International Studies Schools Network. *A GPS for Success: Updated and Improved*. Accessed from: <https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved>

language and collaborate across cultural boundaries, and fulfills the responsibilities of global citizenship.

VMGA will work with ISSN to develop globally competent students. To help facilitate this effort, the Asia Society has developed a flexible ISSN School Design Matrix, adaptable to a range of school conditions. The matrix is clearly aligned with the VMGA vision and mission and sets a trajectory for our school's development across six domains:

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

The detailed matrix includes quality criteria for each domain, with benchmarks that describe beginning, emerging, proficient, and exemplary implementation. Many of the quality criteria describe practices that are common to the small schools movement in general—for example, implementing a student advisory/homeroom program—or that are good practice in any setting—for example, establishing a clear and consistent grading policy. Other criteria, while not necessarily exclusive to the ISSN, exemplify the international studies approach:

Global content, skills, and perspectives are embedded in the core content areas. Students explore global topics in all of their classes. Curriculum units are often organized around global themes, supporting students to make connections across disciplines.

World languages are part of the experience. Students are highly proficient in English, have opportunities to strengthen home languages, and are introduced to new languages.

Curriculum is student-centered, authentic, globally significant, and connected to real audiences. Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.

Global learning extends beyond the classroom. Students participate in service learning that immerses them in local and global issues, exposes them to professional opportunities, and prepares them as global citizens.

Service Learning at VMGA will be linked to the Global Performance Outcomes (GPO's) described in the section above regarding ISSN. Service learning directly addresses two of the GPO's: "Recognizing Different Perspectives" and "Taking Action." The curriculum is designed to allow students to apply learning to solving real world and local problems with an emphasis relevant global issues outlined in the United Nations Goals for Sustainability and other school identified world problems. Some examples of this might be students applying principles and learning from STEAM in project-based learning to address the issues of water scarcity, climate change, overuse of plastics, sustainable agriculture, etc. Model UN is another example of how students participate in Service Learning. Additionally, classrooms are equipped with the technology (Smart Board type technology and 1:1 Chromebook program) for online learning and exchanges with other students and classrooms around the world to collaboratively take action on relevant global issues. VMGA will seek partnerships with schools in Mexico, Guatemala, Indonesia, and Korea.

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

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

- **Student choice:** Students have a say in what they learn and how they learn it.
- **Authentic tasks:** Students perform tasks and investigate questions that adults would perform or study in the real world.
- **Global significance:** Students study topics, issues, and phenomena of global importance, and gain deep knowledge of countries and cultures other than their own.
- **Exhibition to a real-world audience:** Students share their work—and receive feedback—from audiences with relevant expertise, in person and on the web.⁶⁰

⁶⁰ Asia Society. Center for Global Education. SAGE Advice. Accessed from: <https://asiasociety.org/education/sage-advice>.

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

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted, age-appropriate research.
2. Recognize perspectives, including one's own and those of others, explaining the nature and origin of these perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

The ISSN framework does not tell teachers what to teach or when to teach it; rather, it provides both teachers and students with the frameworks and the tools to make good choices. The primary purpose of the curriculum is to enhance teachers' capacity to develop and transform their own curriculum, a key component of teacher autonomy and job satisfaction. VMGA will integrate four quality components, in alignment with our vision and mission, into our curricular design:

1. **Clear expectations:** Tasks are linked to specific Global Performance Standards outcomes, Common Core State Standards, and/or other standards like ISTE. These targets provide teachers and students with a shared understanding of what proficient work looks like.
2. **Authentic learning experiences:** Students explore topics and issues that represent the work of real-world professionals.
3. **Student-centered learning:** Teachers and students share ownership for learning. With feedback from frequent formative assessments, students understand where they are going and how to get there. They also make decisions about what they're learning and how they're learning it.
4. **Multiple opportunities to reach mastery:** With multiple assessments embedded in each unit and leading to graduation, students have many opportunities.⁶¹

⁶¹ Asia Society. Center for Global Education International Studies Schools Network. Accessed from <https://asiasociety.org/international-studies-schools-network>.

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

VMGA will incorporate STEAM instruction into the ISSN framework to build globally competent, 21st century learners. STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world: science and technology, interpreted through engineering & the arts, all based in mathematical elements. STEAM education naturally aligns with VMGA's framework for teaching that is based on natural ways of learning and is customizable for all types of students and programs. Significantly, it adds relevancy to learning, and increased engagement for students.

A STEAM education aligns with the VMGA guiding principles in which projects have clear expectations, provide authentic learning experiences, are hands-on and student-centered, and provide myriad authentic ways to demonstrate mastery. Globally, schools are having success with STEAM, teaching academic and life skills in standards-backed, reality-based, personally relevant exploratory learning environments.⁶²

VMGA teachers will use the ISSN rubrics to create STEAM projects that address the four domains of global competence in line with the California Common Core Standards and the Next Generation Science Standards. STEAM is not a separate effort, but a naturally integrated focus that clearly addresses 21st learning in a global context. *STEAM provides the skills, while the global outcomes provide the context, through the structure of rubric-based portfolios and process work.* Our teachers can better match their learning objectives and goals to the variety of learners they encounter. Embedded within the larger guiding principles of the Framework for Engagement, STEAM at VMGA supports well-balanced and deeply cooperative teams among educators and students based on a variety of characteristics. STEAM provides another way for both teachers and students to use their skills for leading in some areas, while other areas are strengthened through observing and assisting. VMGA educators instruct within their specialty with co-planned thematic units to which everyone contributes, in projects related to the required benchmark concepts and skills.

Project Lead the Way. At VMGA, in addition to teacher-created projects and lessons, STEAM will be taught through the acclaimed Project Lead the Way 9-12 program.⁶³ PLTW is aligned to Next Generation Science Standards and the California Common Core State Standards for math and English Language Arts. PLTW provides students opportunities to learn through exploration and discovery. Through PLTW, students become hands-on problem solvers and learn to collaborate with their fellow students. PLTW will form the introductory backbones of the school's Biomedical and Cybersecurity pathways. Teachers and students begin each module with an engaging e-book story that introduces the challenge students will collaborate on to solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they do know to find solutions. Instructional staff will receive training in PLTW during the summer.

⁶² STEAM Education. STEAM FAQ for Educators. Accessed from:

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

⁶³ Project Lead the Way. PLTW Gateway (9-12) <https://www.pltw.org/our-programs/pltw-gateway>

Student Use of Technology. VMGA believes that, to be a globally educated, 21st century student and citizen, students must have technology infused throughout the curriculum. Thirty-five years ago, education responded to *A Nation at Risk*,⁶⁴ which argued that knowledge of the New Basics is the foundation of success after graduation. The world has dramatically changed, and our low-income and at-risk students now face a Digital Divide that, if not addressed, will widen the achievement gap. Technological literacy is now an essential element in our students' futures. Our students must be able to use technology as an integrated life skill, not as a separate subject or in isolation.

While technology offers extraordinary potential for learning and bringing global awareness, research has clearly indicated that technology is not, and cannot be, treated as the be-all-end-all, but rather becomes a powerful tool when used to support learning through collaborative projects and other authentic learning experiences.⁶⁵ This is why, at VMGA, we will work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

At VMGA, technology integration will be based upon the International Society for Technology in Education's National Educational Technology Standards for Students.⁶⁶ The ISTE Standards are *the* benchmarks for learning, teaching, and leading in the digital age, and are widely recognized and adopted worldwide. They work in concert to transform education with a uniquely global perspective. The standards are designed around age band articulation that is in alignment with the VMGA developmental and student-centered approach. Students will utilize a variety of technology tools to access, manipulate, exchange and create information, and demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, and media editors are integrated into the curriculum. Students are required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Digital Portfolio, what tools they are interested in learning and incorporating into their class projects. Through online learning and benchmark assessments, students will be prepared to take computer-based CAASPP and other assessments.

At all VCPS, the Google Classroom (LMS) has been adopted to create a safe cyber environment where these important modern relationships can happen without fear of abuse. Through Google Classroom, teachers safely communicate with students and parents through a platform that is monitored for abuse and is private to the school community. Parents and school administrators monitor daily activity and keep abreast of

⁶⁴ Gardner, D. P., Larsen, Y. W., Baker, W., Campbell, A., & Crosby, E. A. (1983). *A nation at risk: The imperative for educational reform* (p. 65). Washington, DC: United States Department of Education.

⁶⁵ See, e.g., Ahmed Kahn, T., How Technology Can (And Does) Improve Education, TrustRadius, March 28, 2019 <https://www.trustradius.com/buyer-blog/how-technology-improves-education>; Towns, S. Technology is Not Cure-All for Education's Problems, Governing, March 2011 <https://www.governing.com/columns/tech-talk/col-technology-not-cure-all-solution-to-educations-problems.html>

⁶⁶ International Society for Technology in Education. ISTE Standards. Accessed from: <https://www.iste.org/standards>.

their students' progress and important issues that might arise. Further, through this system, the school can easily check for any cyber-abuse or bullying that may occur.

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

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

COLLEGE AND CAREER PATHWAYS

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

Pathway options include:

- **Biomedical Science:** a Project Lead the Way pathway that will be offered in partnership with Santa Ana College;
- **International Business:** also in partnership with Santa Ana College; or
- **Networking (Cyber Security):** in partnership with Coastline Community College.

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

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

During 12th grade Advisory/Global Hour, seniors will work intensively with VMGA's College Counselor to navigate the college admissions, financial aid and match process. Our College Counselor will oversee 11th grade students' development of target college lists, then in 12th grade, their crafting of application essays and short answer responses,

and their timely submission of all application materials. The College Counselor will also work hand-in-hand with students through the Advisory/Global Hour curriculum to develop their financial acumen, helping them – and their families – complete the FAFSA, interpret financial aid letters in the spring, and reach informed, financially sensible decisions regarding where to matriculate.

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At VMGA, the key to teacher and student happiness is promoting a culture of joyous learning. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values.⁶⁷ Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement.⁶⁸ The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement. Teachers at such schools are perceived by students to have a caring personality, and in turn, this motivates students to work harder for them. At VWGA, a school-wide focus on connectedness and cultural relevance will be sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school-wide discipline policies and practices.⁶⁹ Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.⁷⁰ Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased

⁶⁷ Creemers, B. & Reezigt, G. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, 7, 197–228

⁶⁸ See, e.g., *Jonathan Cohen on School Climate: Engaging the Whole Village, Teaching the Whole Child*, The Challenge: A Publication of the U.S. Dept. of Education Office of Safe and Drug-Free Schools, https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/cohen_onschoolclimate_iv1%20copy.pdf ("Over the last 30 years a growing body of empirical research has shown that a positive and sustained school climate is associated with and may be predictive of positive youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention.")

⁶⁹ Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, 42(6), 536-559. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

⁷⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

attendance. All of these are leading factors in student engagement.⁷¹ Smaller schools promote conditions for higher levels of student engagement. Our school will never exceed 500 students in grades 9-12, and class size will remain an average of 24.9 to 1. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals. The physical design of the school prioritizes flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability.⁷² A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals.⁷³

School discipline and safety. While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and constructive culture and discipline facilitates engagement by focusing on services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement.⁷⁴ Marks notes that "a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications."⁷⁵ In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like our current trend towards zero tolerance actually have a negative overall effect on engagement and achievement.⁷⁶ These policies are perceived as unfair and can lead to even higher dropout rates.

⁷¹ Darling-Hammond, L., & Plank, D. N. (2015). Supporting Continuous Improvement in California's Education System. *Policy Analysis for California Education, PACE*. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

⁷² Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁷³ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁷⁴ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷⁵ Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁷⁶ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

At VMGA, creating a safe environment with structured discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development.⁷⁷ We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. VMGA will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. The humanity and dignity of every student is paramount and the discipline and safety policies will always be reflective of this deeply held belief.

Way of Council. The Way of Council encourages deep and honest communication. Based on indigenous, worldwide “cultural dialogical” practices including Native American traditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At VMGA, we will teach students the “four intentions” of council – to speak from the heart, to listen from the heart without judgment, to speak spontaneously without planning, and to keep it lean so everyone has time with the talking piece. Council is a non-hierarchical forum for discussion. Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture.

Council is the best tool we have found to help students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where students learn to connect meaningfully with their peers and with adults. Being “in council” helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to “suspend” preconceptions.

Importantly, at VMGA, Council will be contained to the classroom, but is used as a tradition and protocol for increasing teacher, parent, and community buy-in and engagement. Participating in council has the same benefits for adults in a school community – at staff, committee, teacher/parent, or community meetings. Governing the school using Council as a tool helps us model the adult behaviors we wish to encourage in students.

In simple terms, what we have at VMGA in Council will be a systemic, community-building practice, one that moves toward the State’s priorities for personalization and creating safe, caring environments. Council provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon: students, staff, parents, and community members. In classrooms, along with creating community by providing students opportunities to acknowledge their

⁷⁷ Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized youth. *Canadian Review of Social Policy*, (72/73), 124.

commonalities and celebrate differences, Council practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

At VMGA, Way of Council will be supported by:

- Continuous Training from Ojai Foundation Council in Schools program and Circle Ways
- Experienced council mentors to all participating teachers
- Monthly professional developments linking council to state learning standards in all academic disciplines and to Restorative Justice policies and practices
- Monthly staff councils
- Parent presentations and parent council facilitation
- Yearly retreat at the Ojai foundation or other similar facility in conjunction with all VCPS

Student Clubs and Enrichment. Students who participate regularly in enriching, engaging student clubs have been found to have a heightened sense of belonging and overall, were more engaged in school. Interestingly, clubs that have an academic focus were found to raise engagement, but athletic and social clubs had a negligible effect unless students participated in both simultaneously.⁷⁸ Even then, the role of non-academic clubs did not show a big impact. This is not surprising given the correlation of academically intense activities to engagement found in the research.⁷⁹

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

Uniforms. At VMGA, we believe that uniforms provide a unifying factor that increases identification with the school and with each other. Further, a uniform eliminates the outward appearance of economic disparities found in schools, thus removing one potential cause of bullying activities. Thus, students at VMGA will be expected to wear school-approved uniforms.

⁷⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷⁹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

Quality of student-teacher relationship. Researchers agree that the role of the teacher is key to student engagement.⁸⁰ George Kuh situated the teacher at the center of all engagement,⁸¹ whereas Furlong described the teachers as fundamental to a learning environment that promotes engagement.⁸² This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something.⁸³ Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging.⁸⁴

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

Student-centered classrooms emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such settings are necessary for students to develop the skills to succeed in college, career, and life.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way to effectively address the opportunity gap for these students.

⁸⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸¹ Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning*, 33(3), 10-17.

⁸² Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁸³ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?* (pp. 305-321). Springer, Boston, MA.

⁸⁴ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

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

Our current educational system is based on the antiquated notion that students should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st century skills and attributes by regularly using them in our daily lives. The VMGA experience will put students at the center of learning with teachers acting as a coach and facilitating a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a constructivist view wherein, optimally, the classroom provides experiences that prompt students to actively construct their own knowledge and learning.⁸⁵

Student belonging. The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation⁸⁶ and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires “frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern.”⁸⁷ According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.⁸⁸ In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings.⁸⁹ It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures.⁹⁰

While VMGA will carefully attend to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it will also recognize the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students’ daily routines. Most research

⁸⁵ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).
Vygotsky, L. S. (1987). *Problems of general psychology*. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

⁸⁶ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

⁸⁷ Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.

⁸⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸⁹ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... & Ireland, M. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*, 278(10), 823-832.

⁹⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *Physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment*, which consists of school discipline policies.⁹¹

Family Engagement. Research has long been clear about the important role that families play in their children's academic success.⁹² At VMGA, parents, guardians, and extended family are integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child's education. Communicating with families is crucial to this relationship, and there will be frequent communication between the school and families. At VMGA, we are committed to using a variety of means to communicate with our families. Our families will have access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families do not have access to the internet and don't use email regularly. Based on parent surveys and parent focus groups conducted by Dr. Wilson, we understand that most of our families have texting capability and prefer to be communicated with by text. At VMGA, we will use our learning management system to ensure that families receive communication in their preferred format. Teachers send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, VMGA will host a variety of social and educational events to promote community-building and family involvement.

These may include back-to-school events, parent educational seminars, exhibitions of student work, student performances, and our special awards night, Noche de Estrellas. Families accompany their son/daughter to student-led conferences bi-annually to stay informed of their child's progress, and to ensure parents know how to support their student's learning and personal growth at home.

Our three areas of family support revolve around helping parents be an integral part of their teenager's academic life:

- Home – School Relationships: VMGA will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: VMGA parents will be involved in their child's learning plan. Their responsibility in the plan will be to support their student's goals.
- Parenting: VMGA will assist, when necessary, parents in developing attitudes, values, and practices of parents in raising adolescents.

⁹¹ Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

⁹² NEA. Parent, Family, Community Involvement in Education. Accessed from: https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf. Families and Schools Together. (2016). The Importance of Parent Engagement: A List of Research and Thought Partnership. Accessed from: <https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/>

These three areas will strengthen VMGA students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The Digital Portfolios enhance parent involvement, as they have components in which the parents are a part of their son/daughter's development of college awareness, personal aspirations and planning for the future.

CURRICULUM AND INSTRUCTION

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

ENGLISH LANGUAGE ARTS

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking.⁹³ At VMGA we believe in a Balanced Literacy approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. To this end, we will create a learning environment in which our students see themselves as readers and writers, thinkers, listeners, and speakers. This research-based program emphasizes phonemic awareness and phonics, fluency, vocabulary, comprehension and writing.

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

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities to promote student ownership of

⁹³ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

their learning through goal setting, student choice, and reflection; encourage social collaboration; link together knowledge, skills and learning behaviors. *myPerspectives* is backwards designed from defined learning outcomes with learning activities, instruction and assessment, and provides opportunities to personalize for learning in response to student performance and need.

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

English Language Arts 9 (College Prep)

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

English Language Arts 10 (College Prep)

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

English Language Arts 11 (College Prep)

ELA 11 is a reading and writing course that includes standards-based instruction

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

English Language Arts 12 (College Prep)

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

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

AP English Language and Composition (College Prep)

In **AP English Language and Composition**, students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they

explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. For each of the nine units that scaffold student development of the analysis and composition skills, the teacher will select a theme or topic and then a text -- typically short nonfiction pieces -- that will enable students to practice and develop the reading and writing skills for that unit.

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

AP English Literature and Composition (College Prep)

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

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

ENGLISH LANGUAGE DEVELOPMENT

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

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;

- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type” (ELA/ELD Framework p. 9-10).

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

ELD 1-4 (College Prep)

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

Language Acquisitions, Vocabulary and Foundational Skills

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

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

Language Production

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

Language Use, *Reading Texts*

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

Language Use, *Writing*

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

MATHEMATICS

As a STEAM-focused school, mathematics and quantitative reasoning skills are central to the curriculum at VMGA. At all grade levels, students participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VMGA holds high expectations for all students in math development and provides ample support for students to reach these expectations. California's Common Core Content and Practice Standards and the Mathematics Framework for California Public Schools, A Look At Kindergarten Through Grade Twelve in California Public Schools, provides a foundation for work in math.

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

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

Integrated Math I (College Prep)

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

Integrated Math II (College Prep)

In ***Integrated Math II***, students will learn to solve real-world problems using a variety of tools; model and solve important problems with absolute value and quadratic functions and related equations; extend their understanding of exponents to rational exponents;

develop an understanding of inverse relations; use the classical methods of finding the area of two-dimensional shapes, including quadrilaterals and circles; learn basic geometry of three-dimensional shapes including methods of finding simple volumes and surface areas; investigate and solve problems involving the trigonometry of right triangles; explore relationships related to lines, segments, arc length, and sectors of circles; use geometric representations and symbols to solve problems and prove theorems; continue to strengthen their knowledge of the connections between algebra and geometry; and extend their understanding of probability as they investigate conditional probability and independence.

Integrated Math III (College Prep)

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

Pre-Calculus (College Prep)

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

AP Calculus AB (College Prep)

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

implicit, and inverse functions; contextual applications of differentiation; analytical applications of differentiation; integration and accumulation of change; differential equations; and applications of integration.

SCIENCE

The science program at VMGA will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. VMGA will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts (www.nextgenscience.org). VMGA will use the 9-12 Project Lead the Way curriculum and *Cengage* programs, which are aligned with NGSS standards and VMGA's guiding principles and goals. Students have many opportunities to explore their own science and engineering ideas in labs, on field trips, and in an on-campus maker-space.

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

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

Students follow the eight practices of science and engineering that the NGSS Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Two primary curricular resources support our students' science learning: Project Lead the Way's Gateway program and National Geographic's *Cengage*.

PLTW Gateway PLTW Gateway is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades 9-12. The program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators. PLTW is renowned for helping high schoolers develop as strong STEM thinkers and for its capacity to help high school graduates reach college with the skills and confidence to navigate college level science lab settings.

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

Biology (College Prep)

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

Chemistry (College Prep)

In ***Chemistry***, students will understand how a knowledge of chemistry is useful to almost everyone because chemistry occurs all around us all of the time, and it lies at the heart of human effort to produce new materials that make our lives safe and easier, to produce new sources of energy that are nonpolluting, and to understand and control the many diseases that threaten our food supplies. Students will learn about chemistry

through studying *Measurements and Calculations, Matter, Nomenclature, Reactions in Aqueous Solutions, Chemical Composition, Gases, Liquids, and Solids, and more.*

Physics (College Prep)

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

HISTORY/SOCIAL STUDIES

The Social Studies curriculum is globally focused and build students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the Social Studies curriculum naturally builds upon students' prior knowledge and experience, honor and celebrate their diverse backgrounds and cultures, and deepen their self-awareness and sense of place in an ever-increasingly global society.

The California Common Core State Standards and the recently adopted California State Framework for Social Studies and History (2016) provide a foundation for students' learning, and are supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum includes four main social science disciplines: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies is presented in four interconnected formats:

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

VMGA's history and social sciences curriculum is rooted in the curriculum standards specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and 2014 ELA/ELD Framework. We will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students will gain an understanding of human history and of how our society and the world work. The curriculum will not only support student acquisition of core knowledge of the world's

eras and civilizations, but will also develop the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

World History (College Prep)

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

U.S. History (College Prep)

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

AP U.S. History (College Prep)

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

United States Government (College Prep) – one semester

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

Economics (College Prep) – one semester

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

PHYSICAL EDUCATION

Physical Education (PE) is considered critical for student learning and for maintaining personal well-being. The physical education program at VMGA is an integral part of our mission to address the needs of the “whole child” and to develop life-long habits of fitness and wellness. Students will be exposed to a variety of physical movement activities that suit diverse learning styles and skills, based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*.

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

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

With the addition of experiential education philosophies and activities, along with language development that supports Emotional Intelligence and Literacy, VMGA will integrate social/emotional training with physical activity. PE activities contribute to an integrated social-emotional program as students practice and demonstrate greater

capacity with communication skills, cooperation, empathy, purposeful inclusion, fairness, teamwork, increased confidence, and growth in resilience and self-efficacy.

WORLD LANGUAGES

Spanish I (College Preparatory)

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

Spanish II (College Preparatory)

Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development.

Spanish III (College Preparatory)

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

successfully fulfilled the course requirements for Spanish III will be on track to take AP Spanish Language & Culture the next academic year

Spanish I for Native Speakers (College Preparatory)

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

Spanish II for Native Speakers (College Preparatory)

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

AP Spanish Language & Culture (College Preparatory)

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

culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

Mandarin 1 (College Prep)

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

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

Mandarin 2 (College Prep)

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

AP Chinese Language and Culture (College Prep)

Students will develop their Mandarin Chinese language skills and learn about Chinese culture. Students will practice communicating in Chinese and engage with real-life materials such as newspaper articles, films, music, and books. Students will learn to understand Chinese when they hear and read it; hold conversations in real-life situations; and write stories, letters, emails, essays, and other texts.

MISSION-DRIVEN ARTS EDUCATION

From the earliest renderings found in the caves of Lascaux, France, to the installations of Rauschenberg, human beings have been using artistic expression to find meaning, express self, communicate messages and seek answers. All cultures and peoples have participated in the arts, conveying significant meaning through their artifacts and artistic

traditions in music, dance, visual arts, literature, and drama. Art is a universal language that provides all students with connections to other civilizations. It provides factual, interpretive, and emotive contexts for historical events. Art is more than an act or artifact; it is a bridge that integrates the various, and often disparate, compartments of our lives. It develops sensitivity to one's surroundings and the intricacies that enable self-discovery and understanding of the human condition.

At VMGA, we do not view art only as an independent activity with a subset of standards and skills, but rather as a humanistic strand that runs throughout our curriculum. Incorporating "Art" into STEM learning is deliberate and important. This will allow us to reach across the cultural, financial, and digital divides that separate our students from the "wider class." Through the arts, we develop a sense of self in our students and a respect for the many cultures from which they come, while providing valuable links to new cultures. The arts also allow us to make academic connections across the curriculum and provide cohesiveness to thematic planning that gives our second language learners one of the major scaffolds to gaining content and academic understanding.

VMGA strives to provide our students with the tools they need to produce meaning within artistic endeavors. These skills will be embedded throughout the day and placed in the context of meaningful experiences. For instance, while geometric concepts in Integrated Math II, our students might learn about proportion and symmetry in various art media, such as drawing, painting, collage, and installation. Likewise, students might create short video vignettes of scenes acted and performed to enhance understanding through in-depth, cross-curricular and thematic studies of literary works.

At VMGA, we are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. As our enrollment increases, we will have a full-time music teacher who delivers instruction to our students on a weekly basis. This opportunity is extremely important, as many of our students do not have access to these skills outside of the school setting. Through our music program, our students acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are advanced with a school-wide choral program.

Instrumental music programs are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students. Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Beginning Band (College Prep)

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

Advanced Band (College Prep)

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

Beginning Choir (College Prep)

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

Advanced Choir (College Prep)

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

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

ASB Leadership (College Prep)

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

Journalism (College Prep)

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

Speech and Debate (College Prep)

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

ADVISORY/GLOBAL HOUR

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

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

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

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

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

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

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

PATHWAYS COURSES

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

Biomedical Sciences Pathway

PLTW: Principles of Biomedical Science (College Prep)

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

PLTW: Human Body Systems (College Prep)

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

PLTW: Medical Interventions (College Prep)

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

PLTW: Biomedical Innovation (College Prep)

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

INTERNATIONAL BUSINESS PATHWAY

International Relations (College Prep)

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

Business Management (College Prep) -

Business Management introduces the processes and activities involved in business. The course provides core content applicable to all aspects of business and encompasses the practical applications of management theory. Students will be introduced to the fundamental management functions including planning, organizing, leading and controlling from multi

ple perspectives. The course is designed with a skills based approach and focuses on communication, problem solving, teamwork, decision-making, conflict resolution, and critical analysis.

Business Finance (College Prep)

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

Business Law (College Prep)

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

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

(Dual Enrollment with Santa Ana College)

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

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

(Dual Enrollment with Santa Ana College)

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

Business Communications (College Prep) (one semester)

(Dual Enrollment with Santa Ana College)

In **Business Communications**, students will learn how to adapt marketing techniques to international markets, how to develop marketing strategies, and how to target markets based on the cultural, political and economic environments. Students will learn

how to create forecasts and budgets for international markets. Additionally, students will study the principles, methods, and procedures essential to the successful management of human and financial resources, including planning, decision making, staffing, directing, motivating, leading, communicating, controlling, and the application of managerial skills.

NETWORKING (CYBER SECURITY) PATHWAY

PLTW: Computer Science Essentials (College Prep)

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

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

PLTW: Computer Science Principles (College Prep)

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

PLTW: Computer Science A (College Prep)

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

PLTW: Cybersecurity (College Prep)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and

frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Computer Networking (College Prep)
(Dual Enrollment with Coastline College)

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

Computer Networking 2 (College Prep)
(Dual Enrollment with Coastline College)

Computer Networking 2 describes the architecture, components, and operations of routers and switches in a small network. Students will learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

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

INTERVENTION AND ENRICHMENT PROGRAMS

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

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on

intervention programs such as Lexia, Fountas & Pinnel, Khan Academy and more, with small group targeted instruction. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

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

CURRICULAR AND INSTRUCTIONAL MATERIALS

The following table outlines the initial textbook adoptions planned for grades 9-12 in the core content areas of English Language Arts, Mathematics, Social Science and Science.

History Social Science

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

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

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

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

Economics (11-12) - HMH - Economics

English

ELA 9 (9-12) - myPerspectives Grade 9

ELA 10 (10-12) - myPerspectives Grade 10

ELA 11 (11-12) - myPerspectives Grade 11

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

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

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

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

Math

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

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

Integrated Math III (10-12) - Agile Mind Integrated Math 1

Pre-Calculus (11-12) - Agile Mind PreCalculus

AP Calculus AB (12) - Agile Mind Calculus AB

Science

Biology (9-12) - Cengage - Biology: The Unity and Diversity of Life (15th Edition)

Chemistry (10-12) - Cengage - Chemistry: An Atoms First Approach (3rd Edition)

Physics (11-12) - Cengage - Modern Physics for Scientists and Engineers (5th Edition)

World Languages

Spanish 1 (9-12) - Descubre Level 1 (3rd Edition)

Spanish 2 (10-12) - Descubre Level 2 (3rd Edition)

Spanish 3 (10-12) - Descubre Level 3 (3rd Edition)

Spanish for Spanish Speakers 1 (9-12) - Descubre Level 1A (3rd Edition)

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

VAPA: Teacher created

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

INSTRUCTIONAL METHODS AND STRATEGIES

At VMGA, we use the Framework for Engagement as the lens through which all instructional programs and practices will be implemented. Communication and relationships that extend beyond the classroom and incorporate a widening circle of adult influence and interaction necessitate a major shift from the current instructional practice of “stand and deliver” that dominates classrooms across America. Studies conducted by Csikszentmihalyi, the creator of Flow Theory and his team, found that students spent approximately 86% in passive lecture style or independent activities.⁹⁴

This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the “sage on the stage” model, in which the teacher directly delivers instruction through lecturing, to the “guide on the side,” in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010). At VMGA we use this as an important lens through which all programs, processes, and practices are chosen and developed. Professional development extends to core instructional models that are critical to the success of the educational program. The following processes and procedures are considered integral to the VMGA learning experience:

Problem-based pedagogy. This model is described as “an atmosphere where there is a dialectic tension and conflict that can promote a learning environment through a process of inquiry and understanding (that) includes concrete experiences, opportunities for reflection, abstract conceptualization, and active experimentation.”⁹⁵ *VMGA will strategically use this approach with a global and STEAM curriculum that focuses on relevant application by applying learning to solving both local and global issues our students are facing today.* This also provides students the opportunity for active exploration of issues based on real life scenarios and problems.

⁹⁴ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

⁹⁵ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching, 8*, 153-164.

Project-based learning (PBL). Project-based learning strives to increase relevance by applying real-life problems and issues to a final project outcome that function as an authentic assessment of student learning. Elucidating the relevance of a project has been linked to deeper engagement.⁹⁶ Providing students opportunities to explore issues that are meaningful in their circumstances and lives motivates them to learn and show more willingness to work through difficult ideas and learning.⁹⁷

Because we choose to focus on solid implementation of our core curriculum in the first two years (literacy, math, science, and social studies), VMGA teachers will receive training on PBL through our partnership with the International Schools Study Network (ISSN). The ISSN, in partnership with the Buck Institute, provides on-going professional development and coaching for project-based learning. The eventual expectation is for all grade levels to have one major PBL project their second year, and two projects (one each semester) by our third year and beyond. Although teachers are required to facilitate two projects each year, they are encouraged to create multiple, interdisciplinary projects beyond the requirements.

Kagan Cooperative learning and strategies. One key component of experiential or problem-based learning that repeatedly stands out in the literature, as a factor in engagement is the use of cooperative learning strategies. Although some research has indicated that teacher-student relationships are possibly the most important factor in increased student engagement,⁹⁸ another study that examined the difference in impact of student-teacher relationships, quality of student effort, and peer- to-peer interaction found that “peer interaction had the strongest predictive capacity for engagement and outcomes.”⁹⁹ The Heritage development team has recognized the importance of both teacher-student and peer-to-peer interactions in designing the school’s instructional approach. Clearly, both are important and are constantly considered when designing Heritage pedagogy. Student interaction and collaborative learning promotes dialectic practices that support student viewpoints and interests. Cooperative learning has also been found to increase motivation, positive classroom behaviors, social networks, and academic improvements.¹⁰⁰

⁹⁶ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

⁹⁷ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁹⁸ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁹⁹ Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, 11(3), 167-177.

¹⁰⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?.

In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

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

At VMGA, all teachers will receive Kagan Cooperative Learning training. Already, embedded into all VCPS schools, Kagan Cooperative Learning strategies are designed for implementation across all content and curriculum. Kagan structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles:

- **Positive Interdependence:** We are positively interdependent when a gain for one is a gain for another. This dynamic produces a sense of belonging to the same team. In a traditional setting, students are set against each other in competition to answer questions. With Kagan structures, students work together and learn global attributes of sharing, caring, helping, and empathy.
- **Individual Accountability:** All students are held accountable for learning-- not just the student who raises her hand.
- **Equal Participation:** Because the structures involve every student, each student participates equally throughout the day.
- **Simultaneous Interaction:** All students have an opportunity to verbalize answers and thinking-- as opposed to a traditional class where only one or two students answer any given question.

Kagan Structures are bridges that allow teachers to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, with any curriculum. At VMGA, teachers will learn to use a Kagan structure every time they ask the class a question, thus ensuring equal engagement for all.

Cooperative Learning follows our principles of engagement, is brain compatible, learner centered, and has real-life transfer because they enforce our belief that you learn by doing.

Mastery learning. Mastery experiences develop self-efficacy by allowing students to reflect on where their skill level is at any given time and by using success, partial success, and even failure to point the way toward mastery of a subject or skill.¹⁰¹ Currently, most classrooms see failure as an end in itself-- which results in a failing grade. By allowing students to fail on a task and then reflect on that experience as a stepping-stone to a learning goal fosters a growth mindset, increases resilience, and promotes life-long learning.¹⁰² At VMGA teachers will receive professional development on the latest developments and research on Master Learning. One site that will be used by VMGA staff to understand and implement Mastery Grading is <http://www.gradingforlearning.wordpress.com>. Developed by Dr. Derrick Chau, he and his team have created a system in tandem with the website to help teachers and

¹⁰¹ Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

¹⁰² Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315-342). Springer, Boston, MA.
Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142.
Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, 95(4), 667

schools make the emotional and pedagogical shifts needed to honor student centered learning in developmentally appropriate ways.

Relevance. A recent study on student learning and engagement conducted at four out-performing urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to the students' immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate—and purposefully use—it in their lives.¹⁰³ When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

- VCPS believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

We take an approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. Every teacher and every parent has heard a student or child ask, “Why do I have to learn or do this?” When students don’t see the connection between the content and activities of the classroom and their future lives, they question what’s happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

To ensure VMGA relevancy for VMGA students, every lesson at VMGA will start by answering the *What? Why?* and *How?* before instruction begins

- **What?** What is our learning objective for this lesson? What are we doing in class today? What questions will we try to answer? What concepts will we address? What activities will we do?
- **Why?** Why are we studying this? How are today’s content and activities tied to the learning outcomes? What should I know or be able to do after today’s class? How can the information and skills be used in everyday life?
- **How?** How are we going to address the content? What are the discrete steps we will need to take to reach our learning objective? What activities, discussions, and projects will we be using? How will I know that I have mastered the learning objective?

At VMGA, teachers will be expected to answer those questions for all learning. They will do so through clear objectives connected to real-world application, clear instruction, student-driven rubrics, and multiple opportunities and ways to demonstrate mastery of learning. At VMGA, we will believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which

¹⁰³ Pike, G. R., & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in higher education*, 46(2), 185-209.

teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

Digital Portfolios. Because students develop and grow in their desire for autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, VMGA students will develop Digital Portfolios upon enrollment. They have opportunities to reflect on their learning, make appropriate choices, and receive assistance with their learning plan in their pursuit of academic, personal, and career goals. Guidance from VMGA staff will occur on a frequent basis as they regularly conference and meet with students throughout the week.

Students will clarify of purpose by creating a Digital Portfolio that considers their current level of progress and long-term goals. VMGA faculty and parents will assist students as they map out their learning needs. The learning management system, weekly student/teacher conferences during workshop time, and regularly scheduled parent/teacher conferences provide a structured time during which students and families are able to monitor their own progress, review academic decisions, present problems or conflict, and revise goals as they learn and achieve. At VMGA, we will prepare our students to be fully participatory in their own educational journey, which extends to college and beyond.

The Digital Portfolio is a key tool for helping students' development of metacognition. This is built by giving students ownership over their learning and allowing them to think about how they learn. As students reflect on their plan, progress, achievements, and continued areas of work, they can take that understanding and apply it to learning in the classroom. Digital Portfolios also review assessments results in order to best prepare students for the Smarter Balanced Assessment Consortium (SBAC).

Another area that supports Digital Portfolios and student metacognition are student-led conferences. As parents, faculty, and students meet regarding a student's academic, personal, and career goals, the student presents his/her understandings about his/her development, challenges, strengths, and joys. As discoveries are made, steps on how parents and faculty can support further development are articulated.¹⁰⁴

Differentiated Instruction. VMGA staff will utilize its knowledge of the "whole child" in order to effectively implement differentiation of instruction. Evidence has suggested that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels.¹⁰⁵

To effectively implement differentiation, students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing

¹⁰⁴ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

¹⁰⁵ Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, trans.).

structures, which allows for learner variance; engage in lessons that are knowledge-centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

Individualized work is at an appropriate level of challenge; tasks and questions link to students' interests, and address the students' learning profiles (e.g., learning modality, culture, language). Hence, by giving them choices regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VMGA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at VMGA will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, ISTE, Project Lead the Way, Cengage and other similar programs have mastery learning as a core value and are considered for implementation at VMGA.

Data-Driven instruction. The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments drives follow-up instruction, support, and/or intervention. Grade-level staff groups create assessment calendars in conjunction with their curriculum. All students are assessed regularly to ensure clear progress. Teachers review their students' scores, meet with grade-level teams and administration to review the results, and together determine what the next steps of action may be. Similarly, quarterly assessments are reviewed in order to determine learning directions. The Quarterly Assessment have more weight, as it will cover nine weeks of instruction. The Quarterly assessments are aligned to the SBAC. Possible outcomes may include a need for an SST and a review of any other types of interventions that would help the student; an online assessment tool and learning management system is the tool utilized to assess students and to create the assessments. Also, teachers have regular opportunities to discuss "data" and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and learning management systems allow teachers and administrators the opportunity to gather and organize data that guides next steps. Edulastic, PowerSchool, and Google Classroom are examples of online assessment programs that are utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, VCPS has recently adopted a Learning Management System, Google Classroom. VMGA will use the same online assessment and learning management system as all schools in VCPS system.

Homework. At VMGA, our approach to homework is research-based and in alignment with our core values of honoring the development of the "whole child." The most comprehensive research on homework comes from a 2006 meta-analysis by Duke

University psychology professor Harris Cooper, who found a positive achievement correlation for homework starting in the seventh grade, but a weak relationship for those in younger grades.

At VMGA, we believe that limited, but thoughtfully scheduled homework can teach important learner skills such as study habits, self-discipline, inquisitiveness, and independent problem-solving skills. The Charter School's homework policy espouses general guidelines that allow for teacher flexibility and individualized student learning plans:

1. Homework is an extension of classroom learning and **not a replacement for teacher direct instruction**. Students might be asked to explore ideas, stories, and additional information related to a classroom theme, writing project, or science inquiry.
2. Teachers must ensure that **students understand basic concepts before assigning extended work**. We do not want students creating life-long bad habits from the repetition of incorrect concepts. Students should be able to complete the work primarily on their own without the need for extensive parental guidance.
3. Homework completion is not included as part of a student achievement grade. Our purpose is to create self-motivated learners that love exploration.
4. Homework should be developmentally appropriate and not create a burden on family time or resources.
5. Cooperative and shared learning projects may be assigned from time to time and needs to be completed from home with the help of a parent. For example, writing a narrative about one's family may necessitate interviewing family members, and the parent is expected to support and facilitate this activity outside of school.¹⁰⁶

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

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

¹⁰⁶ Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of educational research*, 76(1), 1-62.

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

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

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

VMGA will extensively utilize Google Classroom and Google Apps for Education for students and teachers. These Google services are provided free of charge to the school. Students and families will also have access to the school's Learning Management System and online portfolio. In addition to investing in Chromebooks for the students, the school provide WIFI access in all areas of the campus and implement Internet security software that complies with the Child Internet Protection Act (CIPA).

In addition to integrated technical skills, VMGA is committed to digital safety. Students will receive instruction in developing digital literacy skills, including self-regulation, curiosity, and responsibility in an extraordinarily connected world. Cyber-bullying and cyber-safety will be addressed yearly for all VMGA students. VMGA will ensure that students understand and exercise good judgment as they navigate the infinite amount of information that exists online. This approach is in line with our focus on social-emotional skills, as students must learn how, when, and why the Internet can support their personal and academic growth.

GRADUATION REQUIREMENTS

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

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

- 40 credits Advisory/Global Hour
- 50 total credits of electives
- VMGA Senior Defense

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

VMGA GRADUATION REQUIREMENTS ALIGNMENT TO A-G

	California State Mandated Requirement ^{s107}	UC Requirements for Freshman Admissions ¹⁰⁸	VMGA Requirements for Graduation ¹⁰⁹	Collegiate course sequences fulfilling requirements	Course credits
ELA	Three Years	Four years of approved courses	Four years of approved courses (40 credits)	ELA 9	10
				ELA 10	10
				ELA 11 OR ELA 11 Honors OR AP English Language and Composition	10
				ELA 12 OR AP English Literature and Composition	10
Mathematics	Two years, including Algebra I, beginning in 2003–04.	Three years, including algebra, geometry, and intermediate algebra. (Four years recommended.)	Three years including Common Core Integrated Math I, II & III (30 credits) (Four years recommended.)	Common Core Integrated Math I	10
				Common Core Integrated Math II	10
				Common Core Integrated Math III	10
				Pre-Calculus	10
				Advanced Placement Calculus AB	10

History/Social Science	Three years including World History, U.S. History and 1 semester each of American Gov't and Economics	Two years including World History and U.S. History or Gov't	Three years (30 credits)	World History	10
				US History OR Advanced Placement US History	10
				Government	5
				Economics	5
Science	Two years, including	Two years with lab required,	Minimum two years (20	Biology	10

¹⁰⁷ <http://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>.

¹⁰⁸ Ibid.

¹⁰⁹ <http://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>.

ence	biological and physical sciences.	chosen from biology, chemistry, and physics. (Three years recommended.)	credits); three years recommended	Chemistry	10
				Physics	10
Languages Other than English	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. (Three years recommended.)	Minimum two years (20 credits) required; three recommended	Spanish I OR Spanish for Native Speakers I	10
				Spanish II OR Spanish for Native Speakers II	10
				Spanish III	10
				Advanced Placement Spanish Language and Culture	10
				Mandarin 1	10
				Mandarin 2	10
				Advanced Placement Chinese Language and Culture	10
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts (10 credits)	Beginning Band	10
				Advanced Band	10
				Beginning Choir	10
				Advanced Choir	10
				ASB Leadership	10
				Journalism	10
				Speech and Debate	10
					10
				Physical Education I	10
				Physical Education II	10
Physical Education	Two years	Not Applicable	Two years (20 credits)		
College Prep Electives/CTE Pathways	Not Applicable	One year college prep elective.	Four years (40 credits)	Pathways (3 Required in a Pathway)¹¹⁰	
				Biomedical Pathway	
				PLTW: Principles of Biomedical Science	10
				PLTW: Human Body Systems	10
				PLTW: Medical Interventions	10
				PLTW: Biomedical Innovation	10
				International Business Pathway	
				Business Management	10
				Business Finance	10
				Business Law	10
				International Relations	10
				Intro to International Business	5
				Culture & International Business	5
				Business Communications	5
				Networking (Cyber Security) Pathway	
				PLTW: Computer Science	10
				PLTW: Computer Science Principles	10
				PLTW: Computer Science A	10
				PLTW: Cybersecurity	10
				Computer Networking	5

¹¹⁰ These are just the initial courses identified with our partners at Santa Ana College and Coastline Community College. Over the next few years as the program is developed, we will work with our partners to identify an appropriate sequence of courses, including advanced courses that will lead to an Associate's degree.

Advisory/ Global Hour	Not Applicable	Not Applicable	Four years (40 credits)	Computer Networking 2	5
				Advisory 9	10
				Advisory 10	10
				Advisory 11	10
				Advisory 12	10

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

- The PSAT 10 and PSAT (10th and 11th grade)
- SAT or ACT (11th or 12th grade)
- CAASPP in ELA and Math (April/May of grade 11).¹¹¹

CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

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

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

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

¹¹¹ No VMGA student or family will be assessed a fee for any exam in which VMGA requires participation as a condition for graduation. VMGA will obtain fee waivers and/or fee reduction for all AP and SAT exams, as well as for college application fees. VMGA will finance remaining costs not covered through the College Board's fee waiver and reduction programs.

ENSURING STUDENTS MEET THE CDE'S COLLEGE/CAREER INDICATOR

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

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on CAASPP
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam.¹¹²

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

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

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

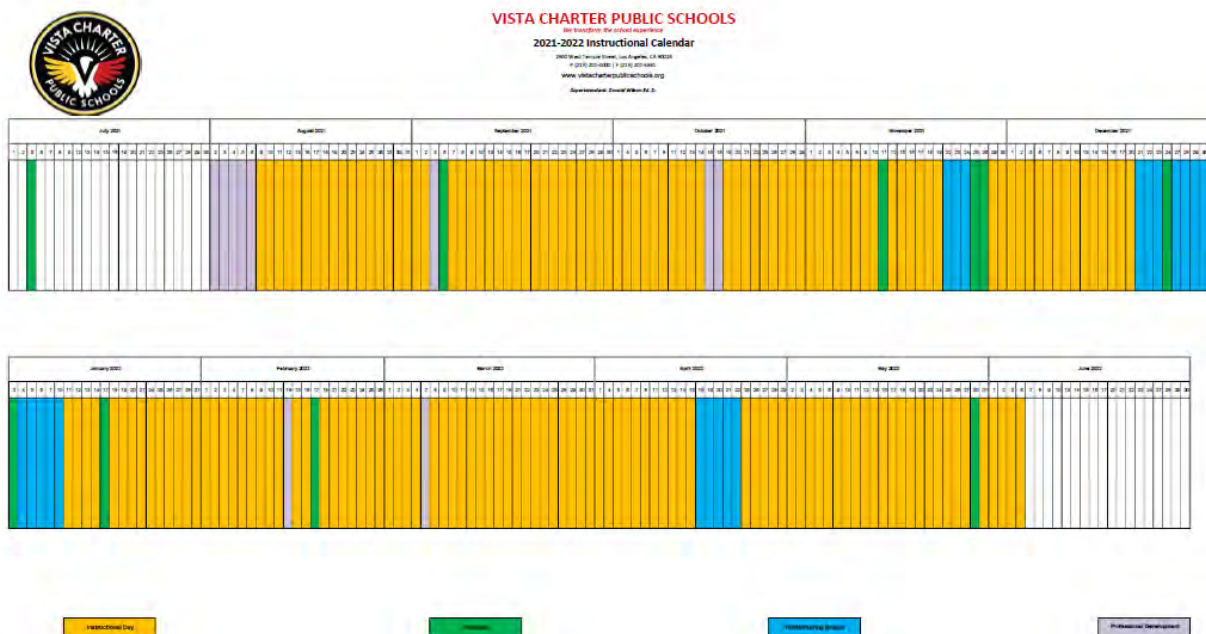
Academic Calendar and Schedules

ACADEMIC CALENDAR

The academic calendar complies with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2020–2021 includes 180 instructional days and 190 teacher workdays (180 instructional, five summer Professional Development, five school-year Professional Development). First

¹¹² CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

year teachers and teachers at new VCPS schools also are required to do additional Professional Development in all programs that pertain to their school and grade levels up to three additional weeks prior to the start of the first day of school.



SAMPLE DAILY SCHEDULES

VMGA will offer 390 minutes of instruction for all grades per regular day and 290 minutes for all grades on “early release” days on Friday. Teachers will have professional development (PD) and collaborative time for two hours each Friday after early release. During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs working with our ELD Coordinator on focused proficiency development. After-school tutoring and support also will be available, pending funds availability.¹¹³

Monday/Wednesday

7:30-8:30 - Period 0/Club Time

8:30-10:05 - Period 1

10:10-11:45 - Period 3

¹¹³ Our charter petition budget is conservatively planned and does not include some start-up funds which we plan to secure, such as grants from the CA Department of Education (Public Charter Schools Grant Program) and various foundations, as well as after-school funding that is available after our first year of operations. As with our existing schools, we assume that we will be able to offer an engaging after-school program of enriching club and sports activities as well as academic support, pending funds availability.

11:45-12:20 - Lunch
12:25-2:00 - Period 5
2:05-3:40 - Period 7
Instr. Minutes = 390

Tuesday/Thursday

7:30-8:30 - Period 0/Club Time
8:30-10:05 - Period 2
10:10-11:45 – Advisory/Global Hour
11:45-12:20 - Lunch
12:25-2:00 - Period 4
2:05-3:40 - Period 6
Instr. Minutes = 390

Friday (PD Day) - Alternating Weeks

7:30-8:30 - Period 0/Club Time
8:30-9:40 - Period 1/2
9:45-10:55 - Period 3/Advisory/Global Hour
11:00-12:10 - Period 5/4
12:10-12:45 - Lunch
12:50-2:00 - Period 7/6
Instr. Minutes = 290

INSTRUCTIONAL DAYS AND MINUTES

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

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

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

The Superintendent and Principal will review the qualifications of applicants' resumes and VMGA employment applications. The Superintendent and Principal will screen promising applicants by speaking with previous employers prior to selection for an interview. VMGA's administrators and Instructional Leadership Team (ILT) will conduct interviews with candidates. From the first interview, teachers who meet federal and

state requirements are asked to come back for a demonstration lesson with the ILT. The Principal ultimately selects teachers based on teaching experience, subject matter/grade level expertise, and demonstrated classroom capabilities. The Principal will notify each person of his or her status once a decision is made. Candidates who are offered employment will receive written notice from VMGA.

PROFESSIONAL DEVELOPMENT

At VMGA, professional development will be critical to the success of our students. At VMGA, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development.¹¹⁴ At VMGA, professional development will be directly applicable to classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students.¹¹⁵

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

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

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

Collaborative planning time: Teachers will have weekly common planning time during the week for deliberate collaboration with grade-level teams. This structure will ensure that grade-level teams have regular time to discuss trends of particular students and to jointly develop projects and lesson plans. The weekly time allotted to teachers will increase as the school grows and adds additional teachers for PE, music, art and other enriching activities.

Professional Learning Communities: VMGA faculty works as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue.¹¹⁶ Not unlike the students, the faculty at VMGA will meta-cognitively process their instruction. The focus questions rely

¹¹⁴ Castillo, R. L. (2011). *Effective implementation of professional development and student achievement*. California State University, Fresno. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

¹¹⁵ Ibid.

not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need. Faculty analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade-level teams. Faculty receive Professional Development support during minimum days (currently set for Fridays). This support enhances the Professional Learning Community.

Peer coaching: Grade-level teams will be given time to meet with and observe one another frequently. These teams will utilize a protocol to provide each other with targeted feedback and personal growth support.

Instructional rounds: Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by implementing and modeling different solutions. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation.

Teacher growth and development: VMGA will use the Dr. Charlotte Danielson Evaluation Instrument¹¹⁷ as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources

¹¹⁶ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

¹¹⁷ The Framework for Teaching Evaluation Instrument. Accessed from: <http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf>.

- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflect on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

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

Site visits: VMGA will host an ISSN site visit during its first and third years in the network.¹¹⁸ Visits will be conducted by a group of four to six network principals and consultants, who spend two and a half days at a school, visiting classrooms, conducting focus groups and interviews, and reviewing curriculum maps, student and staff handbooks, and other artifacts that capture the work of the school. At the end of the visit, the host school receives a 40-page report with feedback on each area of the ISSN School Design Matrix. That report becomes a tool to guide strategic planning and ongoing improvement efforts. The visits also serve as a rich professional development opportunity for the visiting principals.

National network meetings: Asia Society hosts biannual meetings for ISSN school leaders, where they conduct a study tour of a network school, participate in targeted learning activities, and have time to connect and share ideas. These meetings provide a

¹¹⁸ We also host site visits for other organizations, MTSS, CSU Long Beach, OC Charter Principals Network, who come to observe our model and instructional practices.

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

Regional events: Regional ISSN coordinators offer additional trainings and events for ISSN educators to connect within a geographic region. These are opportunities for teachers to share feedback on curriculum, for administrators to support each other in solving common problems of practice, and for all staff to gain new skills and knowledge relevant to the global studies mission.

Professional Development Topics and Professional Learning Community	
Compliance and Mandated Training	Mandated Reporting Uniform Complaint Procedures FERPA Blood Borne Pathogens Safe School Plan & Procedures – Emergency Drills, Evacuation procedures, etc. Sexual Harassment Appropriate Use of Technology
School Culture	Way of Council School Discipline Policies and Procedures Restorative Justice practices Classroom management
Curriculum & Instructional Methods	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Subject/departamental meetings Technology instruction and integration Mastery Learning Educating for Global Competence
Assessments & Standards	Assessments to inform instruction Common Core and State standards Internal Standards Scope and Sequence Alignment of Curriculum, Standards, Assessments Progress Reports and Report Cards Assessments (teacher created, publisher, and national normed) Adoption of the Dr. Charlotte Danielson Evaluation Instrument Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities)

	SBAC aligned assessments PSAT, SAT, ACT testing and results AP test prep strategies Learning Management System
Differentiation / Special Education/Student Supports	Modifications and intervention strategies Multi-Tiered Systems of Support (MTSS) Data Driven Instruction Techniques for Differentiation English Learner strategies, reclassification and monitoring policies and procedures Special Education compliance and services

MEETING THE NEEDS OF ALL STUDENTS

VMGA is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their teenager, including making appropriate referrals to community organizations.

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

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

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

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

As in all VCPS, VMGA will implement a Multi-Tiered Systems of Support (MTSS) approach to ensure students are monitored regularly to determine progress. This

diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The chart below details the MTSS Tiers for academic and behavioral interventions.

MTSS for Academic and Behavioral Interventions



Tier 1 – Proactive Prevention through high-quality first instruction and pedagogy

- Diagnostic and ongoing assessment
- CCSS-driven instruction
- Integrated ELD in all subjects
- Close school-to-home communication
- Progress reports
- Differentiation through PBL, Kagan strategies
- Way of Council

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Ready Math intervention strategies
- Advisory/Global Hour (daily intervention period with students receiving small group, targeted support)

Tier 3 – Intensive Intervention

- Administrative involvement

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

Student Success Team

The Student Success Team (SST) is centered on the student, and reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 MTSS strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher(s), parents of the student being discussed, and other staff or personnel such as teaching assistants that may have valuable information regarding the strengths and needs of the student. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including, but not limited to, those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any VMGA family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected to that student can be included in the SST to share about the student's strengths as well as concerns and strategies that may or may not have been used in the past. People who may be included in an SST meeting might be, for example, teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to convene a supportive team in a positive atmosphere to determine and implement best strategies to support VMGA students in finding success.

The VMGA SST meetings shall include the following steps:

1. Introduction of SST team members and participants
2. Meeting purpose and process
3. Timekeeper appointed to track SST meeting minutes
4. Identification of Student Strengths
5. Concern areas are listed, discussed, clarified, and brainstormed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are brainstormed or chosen
9. Identification of actionable strategies
10. Individual commitments to actionable strategies
11. Person responsible and timelines for all actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow-up, if the problem continues, revisions to the plan are discussed and implemented; however, if deemed necessary by the SST, a referral for special education or Section 504 assessment might be made.

The following subsections explain the ways in which VMGA will identify and addresses the needs of diverse learners.

ENGLISH LEARNERS

Approximately one third of our students are English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. VMGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

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IDENTIFICATION OF ENGLISH LEARNERS

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

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

The ELD Coordinator (the Assistant Principal) will assess English language proficiency of all enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the Charter School's responsibility to conduct ELPAC testing and inform parents of ELPAC

assessment results within 30 calendar days following receipt of results from the test contractor.

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

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

speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.
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(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

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

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction during an ELD class in their course schedule. All students participate in the general education classroom during instructional time where teachers implement strategies to support “integrated” academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

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

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

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English

learners. Teachers engage in the following practices to support universal access of subject matter content for all students:¹¹⁹

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

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

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":
Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.
- II. **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

¹¹⁹ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

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

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

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

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

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

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

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

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

HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC

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

annually. Our ELD Coordinator (the Assistant Principal) partners with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

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

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

Parents are notified regarding their student's English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

SERVICES AND SUPPORTS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

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

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

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

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

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

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

VMGA will monitor student mastery of the ELD standards through the use of ELD folders. The ELD folder will be used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers will select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

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

The following assessments are examples of ELD folder evidence:

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

It is the responsibility of the Principal, collaborating with the ELD Coordinator, to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator will maintain ELD portfolios, monitor classroom instruction, update ELD levels in the EL Student Information System (Power School), place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The ELD Coordinator will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

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

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they will continue to build on existing language skills and knowledge.¹²⁰

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

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

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

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the Charter School receives ELPAC results, the EL Coordinator begins to analyze the data and

¹²⁰ California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>. Accessed on August 6, 2018.

determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria are as follows:

<i>Reclassification Criteria</i>	
Annual ELPAC Scores	<i>Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language)</i>
Teacher Evaluation	The teacher judges the student will be successful in a Mainstream English Program based on a review of:
Report Card	Report card grade marks of C or higher in English Language Arts
CAASPP (11th grade) or Scholastic Reading Inventory (SRI) for other grades	The student has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above
Parent Opinion/Consultation	

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

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

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements, they can then be recommended for reclassification pending the release of CAASPP scores for that year (for 11th graders); and SRI scores and ELA course grades (for 9th, 10th, and 12th graders). If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic

year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS

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

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide VMGA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas¹²¹:

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

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

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

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). VMGA will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD

¹²¹ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

Coordinator will serve as the ELPAC testing coordinator and meet periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) VMGA will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. VMGA will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

IDENTIFICATION

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At VMGA, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). Research has indicated that approximately 10% of any given school population is gifted. Students will be identified as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages through teacher observation, internal assessments, and CAASPP/SRI, and ELA course data.

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

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

Notes: Students with Cognitive ability 90%+ will automatically qualify. Students with high achievement score must also have Cognitive ability of at least 50%. Students who have been identified as possible achievers and/or gifted will be tested for giftedness. VMGA will continually evaluate students' achievement level to ensure that high-achieving students can be quickly identified and served.

PARENT NOTIFICATION AND INVOLVEMENT

Just as in the case with low-achieving students, the classroom teacher will contact parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents will be notified in writing or by phone to set up a conference. Family members provide rich information about their child's strengths, needs, and learning styles– which informs the supports the learner receives at school. The Digital Portfolios will enhance parent involvement, as they have components that involve parents in their student's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals will be communicated through regular progress reports, calls and emails home, and in-person meetings with parents,

teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support youth of all abilities.

MEETING GIFTED AND HIGH ACHIEVING STUDENTS' NEEDS

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

- All students will have access to a Chromebook or similar device and can access online libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

MONITOR PROGRESS OF GIFTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

High-achieving and gifted students will be closely monitored by teachers and through family outreach. Students will also be able to articulate their needs and goals when developing their Digital Portfolios. The school will also monitor the percentage of identified students and gauge it against the average of 10% students being gifted or high-achieving at most schools. Student behavioral issues will be identified and looked at as possible identifying markers of gifted or high-achieving students not being sufficiently challenged.

STUDENTS ACHIEVING BELOW GRADE LEVEL

ASSESSMENT AND IDENTIFICATION

VMGA anticipates serving a population that traditionally has struggled to bridge the achievement gap and often faces significant challenges to achieve grade-level competency. While students may be achieving at significantly below grade level in some, or all, academic areas, when they enroll at VMGA, it is our responsibility to ensure that each student is properly assessed and supported in rising to his or her potential. We firmly believe that all students have the potential to thrive academically given the right conditions for learning. At VMGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VMGA, is to ensure that every student is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff will provide on-going and continuous assessments in our efforts to seek out and support students who are academically low-achieving and might be facing a special learning need or experiencing extenuating circumstances outside of school. We are dedicated to providing the additional academic and social emotional support such students need to succeed.

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

PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing, email or phone to set up a conference. Parents are considered key partners in helping us understand their son/daughter and what strategies might best fit the needs of their child. Family members provide rich information about their child's strengths, needs, and learning styles – which, in turn, shapes the supports that the learner receives at school. The Digital Portfolios will enhance parent involvement, as they have components that allow the parents to be a part of their student's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and to set learning goals. Progress toward these goals will be communicated through regular progress reports each semester and more often as needed, calls and emails home, and in-person meetings with parents, teachers, and administrative staff as needed. Constant communication between the school and families will enable stronger partnerships to support the students.

SUPPORTS AND INTERVENTIONS

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at VMGA is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that will support academically low-achieving students include the following:

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students will be regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.

- Advisory/Global Hour will be a flexible intervention/enrichment period during the school day where teachers get to select appropriate skill-based interventions for each specific students' needs. Students may also self-select into intervention or enrichment classes. This will allow for intensive, targeted interventions with reduced class sizes, while also giving students who are displaying mastery the ability to participate in enrichment classes that they would not be able to take otherwise.
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide differentiated instruction in small groups in the classrooms. These groups will be informed by data as well as the skills and concepts. If students continue to struggle they will be provided with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Khan Academy etc.).

MONITORING PROGRESS

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments, and benchmark assessments. If intervention supports do not lead to sufficient progress, as previously stated, a Student Success Team (SST) will convene to consider alternative intervention strategies. Prior to monthly meetings, the case manager will consult with all referring teachers to gather more data and information about the referred student. At the meeting, referrals will be reviewed and next steps to support students are taken based on the data and information collected. Academic supports can include small group pull-out intervention, one-on-one intervention, accommodation of student work, counseling, participating in peer counseling groups, parent consult/involvement, wrap around services if necessary, or referral for evaluation.

Should the SST process fail to yield adequate progress, additional steps, such as a referral for a special education evaluation and/or 504 services will be taken. Additionally, Kagan strategies and Way of Council will provide a framework for continual and ongoing observation and assessment. Teachers at VMGA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction accordingly.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

As detailed above, we anticipate that virtually all of our students will come from socio-economically disadvantaged families; in many cases we expect our students will have experienced extreme poverty including homelessness and housing instability and food instability. In order to support these students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and

more all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

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

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

STUDENTS WITH DISABILITIES

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

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

SELPA AFFILIATION

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

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

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

CHILD FIND

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

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

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

REFERRAL FOR ASSESSMENT

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

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

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

ASSESSMENT

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

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

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

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

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

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

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

DEVELOPMENT AND IMPLEMENTATION OF IEP

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

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

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

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

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

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

The student's IEP will include the following:

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

IEP meetings will be held according to the following schedule:

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

IEP REVIEW

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

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

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

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

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

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

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

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

For students transferring to VMGA from a school outside of California, VMGA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until VMGA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by VMGA, and develops a new IEP, if appropriate, in accordance with federal and state law.

STAFFING

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

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

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

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

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

PROFESSIONAL DEVELOPMENT FOR CHARTER SCHOOL STAFF

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

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

REPORTING

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

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

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

PROCEDURAL SAFEGUARDS

Parents or guardians of students with IEP's at VMGA must give written consent for the evaluation and placement of their child, be included in the decision-making process

when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

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

As an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. VMGA will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

DISPUTE RESOLUTION

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

COMPLAINT PROCEDURES

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

SECTION 504 OF THE REHABILITATION ACT

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

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

VMGA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student,

the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-

term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

STUDENTS IN OTHER SUBGROUPS

VMGA will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

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

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

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

"A TYPICAL DAY"

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

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

Miguel, a tenth-grade student, hops off the Santa Ana trolley with two of his buddies, Jesse and Julian, and the three boys walk towards the rear entrance of their high school, Vista Meridian Global Academy. As they cross the parking lot that connects the

trolley station with the school Miguel sees a few familiar sights. A few cars pull up and some of his classmates jump out of their parents' cars, and simultaneously wave goodbye to their parents and wave hello to Miguel and his friends. Mr. Bailey, the Assistant Principal, is there to greet the students being dropped off, as he always is, and he offers his fist for Miguel to "fist bump" as Miguel walks by.

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

Miguel silently nods. He already has his appointment with Ms. Creed, the school's counselor, later this afternoon. Ever since beginning 10th grade, Miguel and Ms. Creed have held numerous conversations about his grades, goals and future plans. As they approach the school entrance, Miguel glances up at the school's logo. He recalls the morning over a year ago, when Dr. Felch, the Principal, addressed the entire 9th grade class—the first graduating class in Vista Meridian's history—and explained the significance of the school name. "A meridian is a point of highest development and greatest prosperity. As Vista Charter Public Schools' first high school, each and every one of you students have reached the point of highest development, which will lead to your greatest prosperity. For some of you, today begins the final step of your long time with us at Vista." Miguel smiled as he reflected on being one of the students who began at Vista in Kindergarten and made it all the way through to the high school and will be in the school's first ever graduating class in 2025. "You will be the ones who show future classes the Vista way." The message was burned into Miguel's memory. He burned to be one to show his classmates, his community, and the world "the Vista way." Miguel feels enormous pride in being in this graduating class, even if it is corny.

The boys are asked for their school lanyard by the supervision aide standing at the door. She also checks each student for proper uniform, and having no issues with his dress, Miguel enters the school, and proceeds to the cafeteria to grab a hot breakfast. He finds a group of his closest friends, and they share gossip and laughter as Miguel eats his food. He eats hurriedly because he wants to ensure he has time to hit the gymnasium to fit in a short basketball game during morning club time before class begins. Even before he swallows his last bite, a group of the boys, Miguel included, jump up, collect their bags, toss their trash in the bin, and head towards the gym. The gym is bustling with activity. He sees Mr. Jimenez, the PE teacher, setting up for his day while various groups of kids play soccer, or basketball. Other students sit along the perimeter of the gym, listening to music, or pointing and laughing at the students playing. Miguel and his buddies collect a basketball from the rack supplied by Mr. Jimenez. They find an empty net and play a quick, sloppy, and brag filled game of half court basketball.

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

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

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

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

After 5 minutes, Ms. Sotero dings her bell, and calls the class to attention. She then introduces the day's teaching point, which she presents using Meridian's WHAT, HOW, and WHY template. Pointing to the smart board she explains, "Okay Chemists, we've been becoming experts on the chemical processes of how viruses do their dirty work. You've all learned many things about what chemicals destroy different viruses and why. Eddie, head up please," she says. Eddie's head pops up across the room. "Today, chemists, I want to teach you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. I am going to demonstrate that by walking your groups through how to use your computers to create an infographic for use in public spaces all around the community, which can share a great deal of important information quickly in an engaging way. We are going to learn this because globally competent scientists use their knowledge to inform the public about possible health hazards when they can." She scans the room, and continues, "Make sure you have the essay you are writing in ELA handy because you will want to make sure that the same points you are arguing in the essay will also be on your infographic."

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

Ms. Sotero continues class with a fast ten-minute lesson where she uses her own computer to demonstrate a way the students might create their infographics. As she

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

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

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

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

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

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

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

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

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

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

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

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

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

“Yeah, I go,” Miguel says.

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

By this time the boys have reached their next class.

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

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

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

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

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

Heads turn to view the white board.

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

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

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

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

Miguel slowly walks to the front of the class. He fights the butterflies off and clears his throat. Then he begins, “In an increasingly interconnected world, the issues of global health and infectious disease have a real impact on us all. Malaria kills more than half a million children each year. The most frequent cause of death in developing nations are infectious diseases, such as malaria and tuberculosis, which are virtually nonexistent in developed nations. Millions of children under five die from preventable infectious

diseases. This is why, although the economy was harmed, closing down businesses and forcing people to stay home was the right thing to do, because it saved lives and prevented our hospitals from being crowded ...” As Miguel continues, his breathing becomes more steady.

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

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

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

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

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

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

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

11:45 a.m. Lunch

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

Fifteen minutes pass too quickly, and the whistles blow alerting the students that it is time to join the cafeteria line. He grabs his lunch, chicken quesadillas, his favorite, and

sits in his usual spot. He gobbles his food down and spends the remainder of lunch time chatting and laughing with his friends. Once the signal is given to dismiss by table, Miguel and his table throw out their trash and head on to their next class. For Miguel, that is Integrated Math II.

12:25 p.m. Period 5: Integrated Math II

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

Miguel understands that he still needs to practice this skill today, because on Monday he did not reach his goal: *I will select the best equation to solve a problem, based on the information contained in the word problem in at least 4 out of 5 tries.* Shaking his head, Miguel remembers how he struggled on Monday. He reassures himself by recalling what Ms. Penate said to him then, when she saw his scrunched-up face.

"Remember, Miguel, what I always say. Fail early and fail often. As long as you keep your Growth Mindset, you will get better. Don't give up on yourself. I'm here when you need my help." Smiling with confidence, Miguel decides he will continue to work on the same goal. He is not going to give up on himself.

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

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

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

"I noticed on Monday that a few of you still had some questions about how to pick the proper equation for word problems. So today I will start by meeting with you at the Teacher's Table. So can I see Eduardo, Miguel, Daniella, Hector and Estrella up here with me? In the second rotation I would like to see Angel, Ashley, Raymond, and Sissi at the teacher's table, and we will review ratios, okay? Raise your hand if you would like to begin with continuing working on your Cost-Benefit analysis of the COVID 19 shutdowns." Miguel sees the hands of seven classmates go up in the air. He is anxious to work on his analysis, but he knows he must meet the teacher at the teacher table

first. “Great. You all start the rotation at the back tables. Who is ready for an assessment?” Only two hands go up. “Okay, Jesse and Maribel, do you know what standards you are assessing?” They nod in the affirmative. “Okay, all the assessments are already in Google classroom listed by standards. Take your time. I suppose the rest of you are looking to begin with peer study partners?” Many head nods. “Ok then, get to it.”

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

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

By the end of this class, Miguel has revised his weekly goals for word problems and he has collaborated with Anahi on his COVID Cost Benefit analysis. Again, class was dismissed before he knew it. Miguel was very satisfied with the work he had completed. Ms. Penate refers students to today’s exit ticket on google classroom. Miguel types in his reply and waits to be dismissed.

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

2:05 p.m. Period 7: PHYSICAL EDUCATION

Most students entered the gym and walk immediately to the appropriate locker room to change into their PE uniforms, with “Meridian Athletics” boldly printed across the front, with a small Eagle on the sleeve. Miguel instead walks to Coach Jimenez, who is laying out traffic cones at each corner of the gym in preparation for the mile run which is held every Wednesday.

“Hi Coach.”

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

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

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

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

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

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

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

“No ma’am. I want to register now.”

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

“OK.”

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

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

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

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

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

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

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

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

Miguel could no longer delay. He changes in the locker room and walks to the starting line. By now the rest of the class are split off. Some are working with the Teacher’s Assistant on plyometric exercises. Others are huddled around Coach Jimenez who is demonstrating the proper grip on a golf club. Coach Jimenez sees Miguel on the starting line, and calls, “Miguel, 25 laps. Hit it!” Miguel is off and running. As he runs, he goes through the day’s events in his mind. Dismissal time is coming soon, and it does not even feel to Miguel as though he has been doing schoolwork all day. He is proud of his infographic, glad his speech went well, and is satisfied with the progress he made in Math today, and happy with his time with Ms. Creed. He then thinks ahead to tomorrow and what it will bring. He will engage in a debate in U.S. History over the U.S. response to the 1918 Spanish flu epidemic. One more challenge: 23 more laps and he takes off.

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

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

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

“So, was it good?” Mom pushes.

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

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

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

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

prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
<p align="center">CONDITIONS OF LEARNING</p> <p>All VMGA students will have access to a high-quality education program taught by qualified teachers.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 1 (Basic Services)</p> <p><i>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> - VMGA will hire, supervise, evaluate and retain qualified teaching staff. - VMGA will ensure verification of proper credentials and DoJ clearance prior to start of employment. - VMGA will actively recruit qualified teachers reflecting student ethnic demographics <p><i>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> - VMGA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials. - VMGA will review alignment of instructional materials to standards. - VMGA will maintain an annual inventory of instructional materials and respective purchase of materials. - VMGA budget will be reviewed every year to ensure adequate budget for instructional materials is in place. <p><i>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p> <ul style="list-style-type: none"> - VMGA facilities will be maintained and cleaned by custodial staff - VMGA will do annual and monthly facility inspections to screen for safety hazards. - VMGA will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff <p>Priority 2 (Implementation of State Standards)</p> <p><i>Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.</i></p> <ul style="list-style-type: none"> - VMGA will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. - VMGA will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs. - VMGA will provide PD to teachers examining CAASPP, Renaissance, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making. 	

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)

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

Expected Annual Measurable Outcomes						
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Priority 1 Outcome 1: All teachers will be properly certified and assigned.

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All VMGA students, including all significant subgroups, will have access to a

broad course of student (English Language Arts, Math, History, Science, World Languages, Advisory, Health/PE, visual/performing arts, CTE Pathways, and additional electives) outlined in the charter petition, including A-G and AP courses.

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
<p style="text-align: center;">PUPIL OUTCOMES</p> <p>Every VMGA student will have the right to a personalized and individualized education.</p>	<p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <hr/> <p>Local Priorities:</p> <div style="display: flex;"> <input type="checkbox"/> : </div> <div style="display: flex;"> <input type="checkbox"/> : </div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> - <i>Priority 4 (Pupil Achievement)</i> - - <i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)</i> - <i>VMGA will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.</i> - <i>VMGA will provide comprehensive professional development to support student achievement.</i> - <i>VMGA will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.</i> - - <i>Priority 4 Outcome 2 – Share of English learners that become English proficient</i> - <i>See above; plus: VMGA will implement the Vista Public Schools English Learner Master Plan.</i> - <i>VMGA will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs</i> - <i>VMGA will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</i> - <i>VMGA will provide professional development related to EL support, including ELPAC training and re-designation criteria.</i> - <i>VMGA will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</i> - - <i>Priority 4 Outcome 3- English learner reclassification rate</i> - <i>Same as Priority 4 Outcome 2 above, plus:</i> - <i>VMGA budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.</i> - <i>VMGA will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs</i> - 	

- *Priority 4 Outcome 4 - All high school students, including all subgroups., will make adequate progress on the SAT/ACT standardized assessment, including taking the PSAT 10 and PSAT in 10th and 11th grades, respectively.*
- *All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SPED, for CCSS in ELA/ELD, math, NGSS and prep test support*
- *All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly*
-
- *Priority 4 Outcome 5 – All students, including all subgroups, will make adequate progress toward A-G completion*
- *VMGA will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.*
-
- *Priority 4 Outcome 6 – All students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.*
- *VMGA will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.*
- *VMGA will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.*
-
- *Priority 8 (Other Pupil Outcomes)*
- *Priority 8 Outcome 1 - VMGA will offer all students, including all subgroups, a rigorous, high-quality STEAM curriculum.*
- *VMGA will provide three CTE pathways in Biomedical Science, International Business and Cyber Security for students to complete dual enrollment and work-based learning experiences.*
- *VMGA will provide resources, professional development, time and materials for all students to engage in meaningful, hands-on learning in STEAM activities via PLTW curriculum and other “best practices” STEAM learning opportunities.*
- *VMGA will educate its students to be globally competent through its partnership and resources with Asia Society’s International Studies Schools Network. Through this model students will learn to 1) Investigate the World, 2) Recognize different perspectives, 3) Communicate their ideas, and 4) Take Action.*

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	N/A			Baseline with first class of 11 th graders	School-wide and all significant subgroups will meet or exceed annual	School-wide and all significant subgroups will meet or exceed annual

					targets for growth on the CAASPP in ELA and Math.	targets for growth on the CAASPP in ELA and Math.
Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of nearby comparison schools as demonstrated on ELPAC assessments						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
English Learners	N/A	Baseline established with first year of ELPAC testing.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed rate of nearby comparison schools.
Priority 4 Outcome 3: VMGA will ensure EL reclassification rate will meet or exceed the local District's reclassification rate. Metric/Method for Measuring: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
English Learners	N/A	Baseline established with first year of reclassifications.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.
Priority 4 Outcome 4: VMGA students, including all significant subgroups, will meet or exceed growth targets for SAT/ACT college prep exams Metric/Method for Measuring: SAT/ACT test scores						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide and all	N/A	N/A	N/A	SAT/ACT	SAT/ACT	SAT/ACT

Significant Subgroups)				scores will meet or exceed local District average	scores will meet or exceed local District average	scores will meet or exceed local District average
Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements. Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements.						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	N/A	N/A	A-G percenta ge rates will meet or exceed District Average	A-G percenta ge rates will meet or exceed District Average
Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide and all Significant Subgroups)	TBD with first AP test results. CTE Pathway completi on %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway completi on % rates will be establish ed	AP pass rates will meet or exceed local District average CTE Pathway completi on % rates will be establish ed
Priority 8 Outcome 1: All VMGA students will participate in a rigorous, high-quality STEM curriculum. Metric/Method for Measuring: % of access to STEM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES
GOAL # 3

ENGAGEMENT VMGA student academic achievement is supported by parents.	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"><input type="checkbox"/> 1</div> <div style="text-align: center;"><input type="checkbox"/> 4</div> <div style="text-align: center;"><input type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"><input type="checkbox"/> 2</div> <div style="text-align: center;"><input checked="" type="checkbox"/> 5</div> <div style="text-align: center;"><input type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"><input checked="" type="checkbox"/> 3</div> <div style="text-align: center;"><input checked="" type="checkbox"/> 6</div> </div> <hr/> <div style="text-align: center;">Local Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"><input type="checkbox"/>:</div> <div style="text-align: center;"><input type="checkbox"/>:</div> </div>
Specific Annual Actions to Achieve Goal	
<p>Priority 3 (Parental Involvement) <i>Priority 3 Outcome 1 –Efforts to seek parent input in decision making.</i></p> <ul style="list-style-type: none"> - VMGA will engage parents in a series of relevant and interesting workshops related to their student's success, including workshops pertaining to A-G and financial aid for college-bound students. - VMGA will maintain school website as a communication tool for the community. - VMGA will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy. - The VMGA Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events. <p>Priority 5 (Pupil Engagement) <i>Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism</i></p> <ul style="list-style-type: none"> - VMGA parent outreach and communications will stress the importance of attendance and arriving at school on time each day - VMGA's School Psychologist will oversee student attendance and works with the Office Manager and Administrative Team to help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives. <p><i>Priority 5 Outcome 2 – Dropout rates</i></p> <ul style="list-style-type: none"> - VMGA will offer an engaging and meaningful program that motivates students to stay in school, including electives in the arts, technology and World Languages, and an engaging after-school program and clubs. - VMGA's Principal and the MTSS team will carefully monitor student achievement data on a continuous basis and will identify students who are at-risk of dropping out in order to provide comprehensive intervention and support via our MTSS program. <p><i>Priority 5 Outcome 3 – Graduation Rates</i></p> <ul style="list-style-type: none"> - VMGA will maintain a high annual graduation rate See Specific Annual Actions above for Priority 5 Outcome 2, Dropout Rates. <p>Priority 6 (School Climate) <i>Priority 6 Outcome 1 - pupil suspension rates</i></p> <ul style="list-style-type: none"> - VMGA will provide training and support for restorative justice practices and Way of Council - VMGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <p><i>Priority 6 Outcome 2 – pupil expulsion rates</i></p> <ul style="list-style-type: none"> - VMGA will provide training and support for restorative justice practices and Way of Council - VMGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <p><i>Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness</i></p> <ul style="list-style-type: none"> - VMGA will implement annual surveys to assess stakeholder satisfaction 	

Expected Annual Measurable Outcomes						
Priority 3 Outcome 1: VMGA will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP). Metric/Method for Measuring: # of parents attending 2+ events annually						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	N/A	Establish baseline.	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)	Increase parent participation on rate annually (target estimated at 2-3% annually)
Priority 3 Outcome 2: VMGA Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	N/A	100%	100%	100%	100%	100%
Priority 5 Outcome 1: VMGA maintain a high attendance rate and low rate of students who are chronically absent Metric/Method for Measuring: Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

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

Metric/Method for Measuring: Dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	N/A	<i>Dropout rate that is the same or lower than nearby comparison schools.</i>	<i>Maintain low dropout rate that is the same or lower than nearby comparison schools.</i>	<i>Maintain low dropout rate that is the same or lower than nearby comparison schools.</i>	<i>Maintain low dropout rate that is the same or lower than nearby comparison schools.</i>	<i>Maintain low dropout rate that is the same or lower than nearby comparison schools.</i>

Priority 5 Outcome 3: VMGA will maintain a high graduation rate

Metric/Method for Measuring: Graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	N/A	N/A	<i>Graduation rate will be equal to or higher than that of the District Average.</i>	<i>Graduation rate will be equal to or higher than that of the District Average.</i>

Priority 6 Outcome 1: VMGA will maintain a low suspension rate that is $\leq 2\%$.

Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-26
All Students (Schoolwide and all Significant Subgroups)	N/A	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$	$\leq 2\%$

Priority 6 Outcome 2: VMGA will maintain a low expulsion rate that is $\leq 0.5\%$.

Metric/Method for Measuring: % of student expulsions

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-26
All Students (Schoolwide and all Significant Subgroups)	N/A	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$

Priority 6 Outcome 3: VMGA will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.

Metric/Method for Measuring: % of participation in school climate survey and survey results

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-26
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All Students (Schoolwide and all Significant Subgroups)	N/A	Establish high rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES ARE MEASURED

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

MEASURE FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

VMGA will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. The following chart illustrates the types of assessments that will be administered by subject, grade level, and frequency. VMGA affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(b)(5)(C).

ASSESSMENT, PURPOSE, GRADE LEVELS AND ADMINISTRATION TIMELINE

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics and Performance-Based Tasks	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	9-12	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against digital portfolio goals	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
California Science Test (CAST)	State Assessment in Science	once in grades 9-12	Once a year
California Alternative	Alternative assessment	11	Once a year

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

DATA ANALYSIS AND REPORTING

VMGA's teachers and administrators will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to gauge the whole school from year to year. Our data analysis will also include attendance rates and comparative data, as appropriate. School leaders and staff will use this data analysis to

address challenges and areas of improvement. All results will be reported to the Board and school community to ensure transparency and accountability.

Access to information and transparency will be key for all stakeholders.

Parents/guardians and students will have access to a comprehensive Student Information System (SIS) Power School, to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home through email and on the school website. Recognizing that not all families have internet access at home, VMGA also sends regular paper communication home to families, makes phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Vista's Superintendent, in collaboration with the Vista's District Data Coordinator (home office) and all school staff, are responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at VMGA will be engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers will analyze data both individually, and do so regularly in teams to build their knowledge and understanding of student needs and progress. Data helps to inform teachers about student performance and to identify areas of focused instruction and potential intervention for individual students and entire classes.

Grade-level teams will meet regularly to discuss data with each other as well. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

VMGA will compile the necessary data to create a SARC at the end of each school year. State law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

VMGA will commit strongly to creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school is necessary if their children are to succeed. We will expect, encourage, and train them through parent seminars to be actively involved in supporting their children's education.

Dialogue with the teacher and Principal will be ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parent/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork and areas for improvement. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

PORTFOLIO ASSESSMENTS & STUDENT-LED CONFERENCES

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

VMGA will use an online student portfolio for organizing and archiving student achievements from each grade. At the end of 12th grade, students participate in a Portfolio Defense and choose work samples from the portfolio that highlight their progress toward the student global outcomes outlined earlier in the petition.

Student-led parent/teacher/student conferences will take place twice a year at the end of each semester, and portfolios are the basis for discussion in each student's conference. Before each conference, students will compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

SENIOR DEFENSE

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

Seniors will begin preparation for the defense at the end of the Fall semester, following the application period for CalState and UC schools. Students will receive an assignment rubric with clear grading guidelines and instructions, free to construct their arguments to best reflect their growth and personal narrative. They must include three

pieces of work to best reflect their change over time, one of which must be drawn from their pathway concentration.

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

REPORT CARDS

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. VMGA report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the VMGA Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations.

Report cards contain numerical scores (1 to 4) based on key measurable outcomes:

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.

4 = Exceeds grade-level standards

3 = Meets grade-level standards

2 = Progressing toward meeting grade-level standards

1 = Minimal progress toward grade-level standards

N/A = Not assessed in current reporting period*

✓ = Assessed during reporting period

They also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

VMGA will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Families will also have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

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

RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GOVERNANCE STRUCTURE

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

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

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

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

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

VCPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. VCPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at

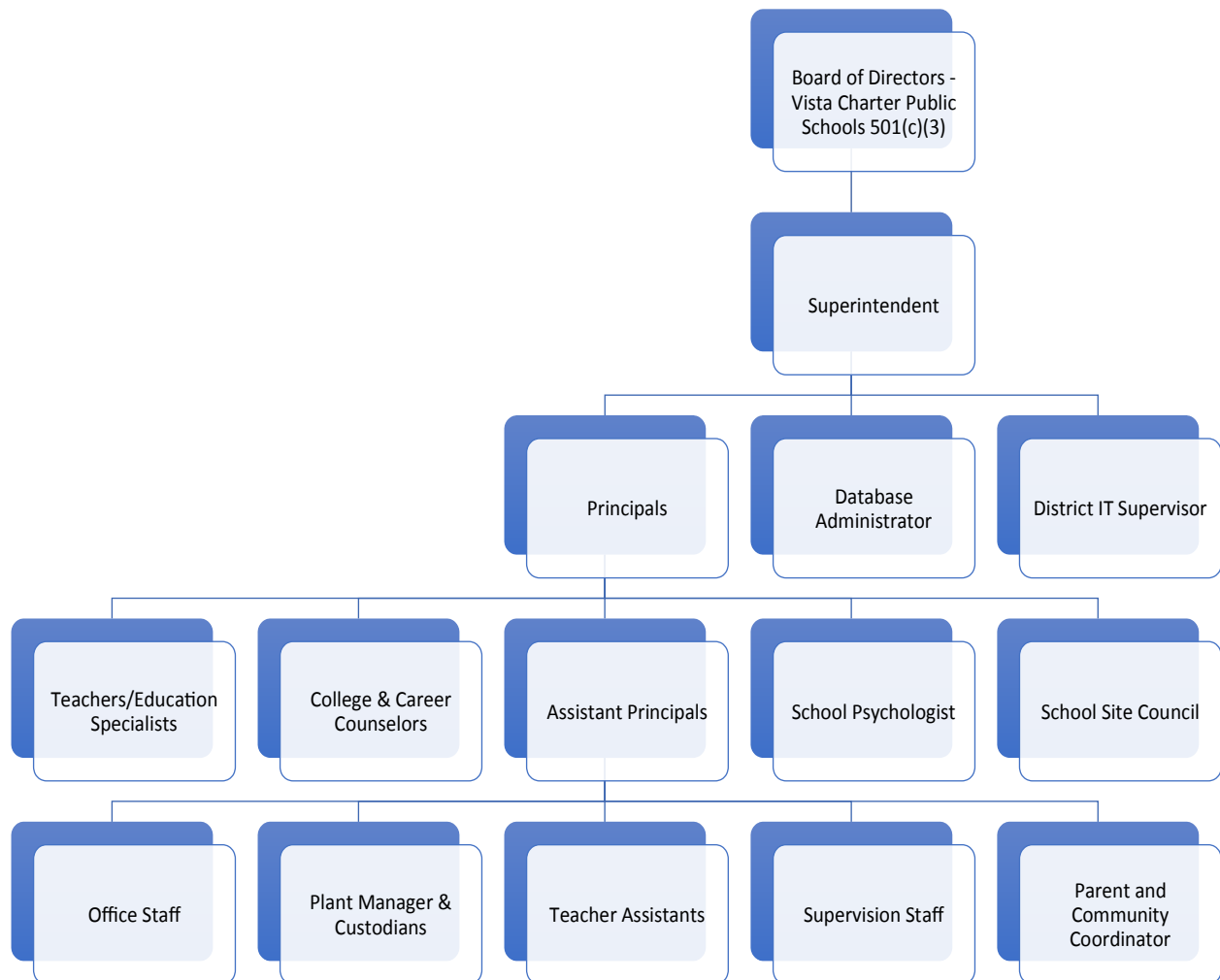
Government Code Section 1090 et seq. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. VCPS shall not have any employees on its Board of Directors. By the terms of its Charter, VMGA is obligated to comply with the requirements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

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

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

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

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

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

- Hire and evaluate the Superintendent
- Approve all contractual agreements and purchases over \$25,000. The Superintendent approves invoices and purchases for \$25,000 or less.
- Approve and monitor the implementation of general policies of VMGA.
- Approve and monitor VMGA’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and

donations consistent with the mission of VMGA and the establishment of investment procedures.

- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance. Develop, review, or revise VMGA's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

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

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

The implementation of the Board's decisions is carried out by the Superintendent and Principal.

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

- Recruit, hire, prepare and support school leaders meeting all state and federal requirements
- Oversee HR practices
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions
- Assist in student recruitment and community outreach
- Evaluate school administrators
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations
- Support annual audit
- Negotiate all service providers' contracts (with Board approval over \$25,000)
- Oversee compliance including special education, insurance, HR and more
- Oversee securing and maintaining facilities
- Charter advocacy

- Serve as SELPA liaison
- Lead organizational PR/Media and partnerships with community members, stakeholders and organizations
- WASC Accreditation support
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leaders

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

The Principal reports to the Superintendent and is responsible for:

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

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who, first and foremost, actively support and promote VCPS and who are dedicated to its educational outcomes. The Board includes individuals with diverse expertise, experience and ethnic

backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

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

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

VCPS Board of Directors

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

Directors shall be selected at an annual meeting of the Board of Directors. When a vacancy occurs, as detailed in the VCPS Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairman of the Board at least thirty days prior to the election date, to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate’s qualifications meet the current needs of the Board. The Nominating Committee will present a report to the

Board with qualifying candidates no later than seven days prior to the Board election. Directors shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the director has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

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

GOVERNANCE PROCEDURES AND OPERATIONS

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

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board sets its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates are posted on the Charter School's website, as well as in the Charter School's main office. The Board's regular meeting shall occur on the last Monday of each month, unless otherwise specified in the Board's annual calendar.

As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board President, generally one week prior to the scheduled board meeting.
2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

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

1. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VMGA employees. Hard copies of the agenda and meeting materials are made available at the meeting location.
2. The specific procedure for calling a Special Board meeting with 24-hours

advance notice is outlined in VCPS's Bylaws and is in compliance with the Brown Act.

BOARD DECISION MAKING PROCESS

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another. Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within OCDE boundaries, all votes must be by roll call).

Board Professional Development

Board members receive training during the board recruitment and orientation process, as well as annual refresher training in the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard
- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

STAKEHOLDER INVOLVEMENT

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

School Site Council

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

- 3 students (from ASB)
- 3 Parents
- 3 Teachers
- VMGA Principal

- 1 out-of-classroom staff member
- 1 community member

VMGA's SSC will assist in developing, reviewing and making annual updates to the Charter Schools' Single Plan for Student Achievement (SPSA). The SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns, especially as it relates to categorical funding as described in the SPSA. The Principal will be responsible for submitting the minutes of each SSC meeting to the VCPS Board. All SSC members, along with all employees and community members, will be encouraged to attend and voice their desires and opinions at the school's governing board meetings.

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

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

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

English Learner Advisory Committee (ELAC)

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

Parent Meetings

School-parent meetings will be held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between

parents and the governing board. We will have monthly standing Coffee with the Principal meetings and hold additional meetings, as necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff are available for additional conferences as needed or as requested by parents. Parents will be encouraged to serve on the School Site Council. Parents will be consulted and advised through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

VMGA will provide parent workshops and education classes in English and Spanish to help parents feel connected to the school community. The content of these workshops are designed to assist parents in the educational development of their children. The Principal, teachers, and staff will maintain open lines of communication at all times with all parents.

Workshop topics may include the following:

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

Surveys

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

Volunteer Opportunities

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

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

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

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

Employee Code of Conduct

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

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

Staffing Plan

School-site staff will further be supported and overseen by the VCPS Superintendent and Database Administrator along with additional contracted services such as a speech therapist, physical therapist, etc.

Superintendent (Certificated)

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

fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community partners.

Responsibilities:

Leadership and Human Resources

- Recruit, hire, prepare and support school leaders
- Develop and maintain a cohesive culture which reflects VCPS's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

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

Strategic Planning

- Provide support through WASC Accreditation processes
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Qualifications:

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse groups of stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges

- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process

Database Administrator (Classified)

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

Responsibilities:

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

- Remain current in state and federal student data reporting requirements and district testing and assessment data requirements to ensure accurate and compliant data submission.
- Work with administration to ensure proper and efficient system usage and system changes.
- Works with IT staff on system integrity and maintenance functions to ensure student data security and access.
- Performs other related duties as assigned to ensure the efficient and effective functioning of optimal learning conditions.

Qualifications:

- B.A./B.S. degree preferred
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude

IT Coordinator (Classified)

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

Responsibilities:

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

Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system

- Classroom and instructional experience beneficial
- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Principal (Certificated)

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

Responsibilities:

Staff Leadership & Development

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

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

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

Academic Rigor

The Principal:

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

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.

- Leads via assessing and developing processes for improving the VMGA school climate and culture.
- Develops a plan based on the vision of the desired culture of VMGA that fosters strong relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the VMGA culture.
- Plans, facilitates, and attends school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

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

Assistant Principal (Certificated)

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

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
- Implement a plan that ensures student achievement, which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

- Work to build and maintain a strong, positive, results- oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- Develop a plan that fosters the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience with a history of improving urban schools, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California credential.
- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

School Psychologist (Certificated)

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

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with

teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.

- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the MTSS process as needed.
- Other duties as assigned

Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.
- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
 - General Pupil Personnel Services Credential authorizing service as a school psychologist;
 - Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of youth and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

College and Career Counselor

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

Leadership of Program

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

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

Qualifications

- At least 2 years of college/career counseling experience with a track record of success supporting first generation students' admission to selective and highly selective colleges and universities
- Demonstrated passion for and commitment to VMGA's mission and educational model
- Comfort level with helping families navigate college financial aid
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a "roll-up-my-sleeves attitude"
- Bachelor's degree
- Strong written and oral Spanish language skills preferred

Classroom Teachers (Certificated)

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

Responsibilities:

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

Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential

Skills:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

Educational Specialist

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

Responsibilities:

- Maintain SPED program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SPED timelines and program deadlines

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

Qualifications:

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

Teacher's Aide (TA)

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

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning

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

Qualifications:

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

Parent and Community Coordinator

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

Responsibilities:

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

- School Safety Plan
- Supervision staff schedules, responsibilities, shift assignments
- Professional Development of Supervision Staff
- Support with implementation of school-wide signature practice: Way of Council and Restorative Conferences

- Support with implementation of schoolwide behavior policy
- Non-Violent Crisis Intervention
- Participate in School Advisory Council/Committees

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

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

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

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

Qualifications:

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

Office Manager

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

Responsibilities:

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.
- Coordinate substitute teacher coverage as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.
- Manage quotes and relationships with vendors.

- Maintain accurate records of all distributed school assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with site administrators and teachers regarding any projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Qualifications:

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

Office Clerk (Classified)

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

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the school in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Route calls appropriately.
- Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Assist with proper documentation and accuracy of attendance
- Fax and make copies
- Assist with typing and composing correspondence and letters
- Responsible for making phone calls to parents.

- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files.
- Organize cumulative student files.
- Other duties as assignment by site administrator

Qualifications:

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

Plant Manager (Classified)

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

Responsibilities:

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

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

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Custodian (Classified)

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

Responsibilities:

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

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred

- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Supervision Aide (Classified)

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

Responsibilities:

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

Qualifications:

- Prior experience working with students in a learning environment is preferred

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

Other Certificated Staff

A list of day-to-day and qualified substitutes are established and maintained.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

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

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

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(b)(5)(F).)

The health and safety of VMGA staff and students is the highest priority for the Charter School. As such, VMGA will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts once the facility is secured.

VMGA will train all staff at least annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. VMGA will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will continue to address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will continue address, at a minimum, the following:

- Earthquake
- Fire
- Terror threats

- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

The following is a summary of the Health and Safety Policies and Procedures of VMGA:

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, VMGA shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

PROCEDURES FOR BACKGROUND CHECKS

All employees of VMGA, all volunteers who will be performing services that are not under the direct supervision of a credentialed VMGA employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Superintendent of VCPS shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Superintendent) and make quarterly reports to the Board. VMGA will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. VMGA shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all VMGA employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

VMGA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. VMGA will establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

VMGA will adhere to all laws related to legally required immunizations for entering students as is required of public schools pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

VMGA will adhere to Education Code Section 49423 regarding administration of medication in school. VMGA will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

AUXILIARY SERVICES

School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

VISION/HEARING/SCOLIOSIS SCREENINGS

VMGA shall adhere to Education Code §49450, *et seq*, to provide screening of students’ vision, hearing, and scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by VMGA.

DIABETES

VMGA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 9th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

VMGA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

EMERGENCY PREPAREDNESS

VMGA shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

VMGA shall function as a drug, alcohol and tobacco-free environment.

FEMININE HYGIENE PRODUCTS

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

FACILITY SAFETY

VMGA shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

VMGA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VMGA shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with VMGA's policies.

FERPA

VMGA, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS

VMGA will establish and adhere to procedures related to confidentiality and privacy of student records. VMGA will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with VMGA policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Superintendent and Principal shall serve as VMGA's Custodians of Records.

IMMIGRATION POLICY

VMGA will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

FEMININE HYGIENE PRODUCTS

Pursuant to the requirements of Ed. Code §35292.6, VMGA shall ensure at least 50 percent of the school's restrooms are stocked with feminine hygiene products at all

times should the school maintain any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code.

VMGA shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products as that term is defined in Ed. Code §35292.6(c).

CALIFORNIA HEALTHY YOUTH ACT

VMGA will comply with the California Healthy Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

HUMAN TRAFFICKING

VMGA shall provide information to students about how social media and mobile device applications are used for human trafficking in compliance with Assembly Bill 1861 and Senate Bill 1104.

STUDENT DEBTS

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, VMGA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

MENTAL HEALTH SERVICES

VMGA will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

PREGNANT AND PARENTING STUDENTS

VMGA shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

BULLYING

VMGA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils an online training module developed

by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291.

SEXUAL HEALTH AND HIV PREVENTION

VMGA shall provide “age appropriate” comprehensive sexual health and HIV prevention education in grades 7 to 12 (at least once in middle school and once in high school).

ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

VMGA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VMGA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with VMGA’s anti-discrimination and harassment policies.

VMGA will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

SAFE PLACE TO LEARN ACT

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

TRIBAL REGALIA/OBJECTS OF RELIGIOUS OR CULTURAL SIGNIFICANCE

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by VMGA and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

HUMAN TRAFFICKING

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the

most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT

The Child Hunger Prevention and Fair Treatment Act of 2017, among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

VMGA will ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

HOTLINES

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

Commencing October 1, 2020, if VMGA issues pupil identification cards VMGA will have printed on the identification cards the telephone number for the National Domestic Violence Hotline.

MIGRATORY CHILDREN

VMGA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. VMGA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

VMGA will make every effort to recruit students of various racial and ethnic groups in order to achieve a 70/30 or 60/40 balance reflective of the general population residing within the territorial jurisdiction of SAUSD. In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. VMGA is committed to serving all students. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school. Additionally, we will recruit students and families through outreach efforts with local non-profit organizations who serve homeless youth, students in the foster-care system, and other students whose circumstances put them at risk for school failure. These organizations will be encouraged to refer families to VMGA via flyers and phone conversations with local community-based organizations. All community recruitment outreach is conducted throughout the year on an ongoing basis.

VCPS works very closely with the non-profit Blessings in a Backpack to feed homeless, foster, and at-risk students during the weekend. Our efforts currently provide 150 students at VCPS food for 38 weekends each year. VCPS works closely with Blessings in a Backpack to gather referrals of potential at-risk students who are not yet enrolled in VCPS. VMGA will offer information on enrollment procedures to these at-risk students and encourage them to submit a Lottery Application Form, or join the existing wait list for the current school year if one exists. VCPS also works with PATH, People Assisting the Homeless, to identify and seek out homeless and foster youth to enroll at VCPS. In addition, VMGA will conduct targeted outreach in the community with organizations such as the following:

Boys & Girls Club of America
Buena Clinton Youth & Family Center
Orange County on Track
Waymakers Promise
Neutral Ground
M & M Youth Mentor Program H. O. P. E.
KidWorks
Nicholas Academic Center II
El Salvador Center
Jerome Center
Centennial Regional Park
Albert D. Saldago Community Center at Rosita Park
Thomas House Temporary Shelter

Teen Challenge
 Episcopal Church - The Messiah
 Victory Outreach Santa Ana
 Our Lady of Pillar Church
 Johnson Chapel AME Church
 Our Lady of La Vang Church
 Community Temple Church
 Graceland Community Baptist Church
 Wintersburg Presbyterian Church

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

1. Information handouts provided to businesses frequented by local community members. The flyers will include the VMGA enrollment period and lottery information (location, date, time).
2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
3. Flyers in Spanish and English distributed to local middle and high schools. The flyers will include enrollment period and lottery information (location, date, time).
4. VMGA's web site contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach is done in both English and Spanish.

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

Meeting	Location	Date
Meeting with Parents and community	VMGA (or, if not yet available, VHGA)	Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local middle and high schools	Local middle and high schools, foster and homeless youth organizations.	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organizations	Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • Parks & Rec programs 	January, February, March: Review posted available dates and provide flyers, information and presence.

	<ul style="list-style-type: none"> • After-School programs • Organizations including faith- based organizations • Local Businesses including laundromats, health clinics, shops, restaurants 	
Residents within the zip code surrounding the school location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information and presence.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with [Ed. Code section 47605] subdivision (d).”
(Ed. Code § 47605(b)(5)(H).)

“(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or 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 public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4) (A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil." (Ed. Code § 47605(d).)

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

CHARTER SCHOOL SHALL NOT REQUIRE A PARENT/LEGAL GUARDIAN/STUDENT TO PROVIDE INFORMATION REGARDING A STUDENT'S DISABILITY, GENDER, GENDER IDENTITY, GENDER EXPRESSION, NATIONALITY, LEGAL OR ECONOMIC STATUS, PRIMARY LANGUAGE OR ENGLISH LEARNER STATUS, RACE OR ETHNICITY, RELIGION, SEXUAL ORIENTATION, IMMIGRATION STATUS, OR ANY OTHER CHARACTERISTIC THAT IS CONTAINED IN THE DEFINITION OF HATE CRIMES SET FORTH IN SECTION 422.55 OF THE PENAL CODE, OR ANY OTHER INFORMATION THAT WOULD VIOLATE FEDERAL OR STATE LAW, PRIOR TO ADMISSION, PARTICIPATION IN ANY ADMISSIONS OR ATTENDANCE LOTTERY, OR PRE-ENROLLMENT EVENT OR PROCESS, OR AS A CONDITION OF ADMISSION OR ENROLLMENT. CHARTER SCHOOL MAY REQUEST, AT THE TIME OF, AND AS PART OF, CONDUCTING ITS LOTTERY PROCESS, THE PROVISION OF INFORMATION NECESSARY TO APPLY SPECIFIC ADMISSIONS PREFERENCES SET FORTH IN THIS CHARTER.

ADMISSION REQUIREMENTS

VMGA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There are no admission requirements for the Charter School (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the Charter School will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Principal will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

STUDENT RECRUITMENT

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

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Distribute flyers in Spanish and English to the local middle and high schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).
- Ensure potential students and families understand there are no qualifications required for admission to VMGA and encourage all students to apply.

LOTTERY PREFERENCES AND PROCEDURES

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

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

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

Public notice will be posted at the Charter School location, on the Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (typically at the end of January) , encouraging people to attend (time will be a weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the VMGA site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents will be notified on the Lottery Application Form of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery is not required in

order to secure enrollment for a student. VMGA will include details on the Charter School website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Santa Ana Unified School District except as provided for in Section 47614.5. A preference for siblings of already enrolled students shall also be extended.

The lottery preference order shall be as follows:

1. Siblings of enrolled students who reside within SAUSD boundaries
2. Pupils who reside within SAUSD boundaries
3. Siblings of enrolled students who reside outside SAUSD boundaries

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

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

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

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

otherwise requested by the parent to be taken off. Students must reapply for the following year.

ENROLLMENT PROCESS

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

The enrollment packet is comprised of the following:

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

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

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of VMGA shall be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of VMGA shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

ANNUAL AUDIT PROCEDURES

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

Procedures:

- The Board of Directors appoints an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any VMGA staff, including the Superintendent. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors reviews and approve the audit no later than December 15.
- The Superintendent is responsible for submitting the audit to all required agencies no later than December 15.

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(b)(5)(J).)

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

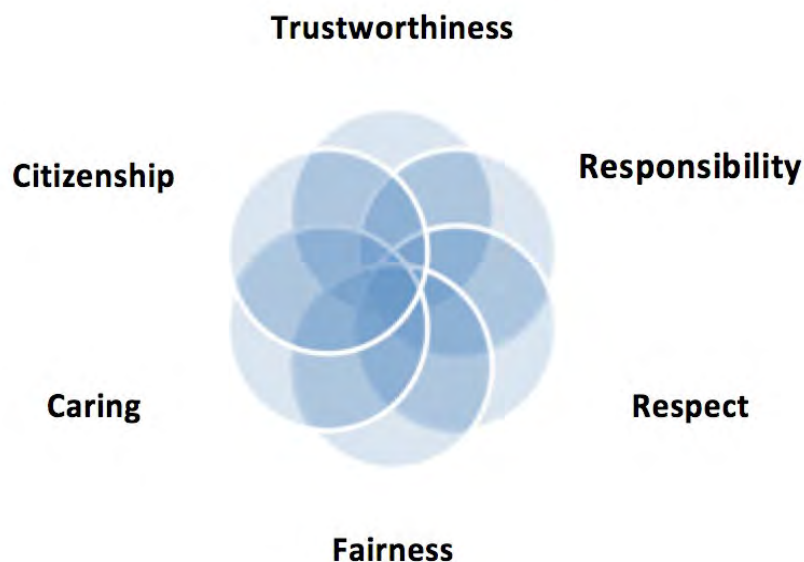
Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VMGA will cultivate a positive school environment that is characterized by mutual respect. Students will be introduced to the school’s expectations during the student orientation days, and they will also be reviewed on the first day of school.

At VMGA we believe that high, clearly defined, and consistent expectations support students’ self-confidence and that their efforts lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). VMGA will take a proactive school-wide approach to behavior management. As a Character Counts school, VMGA will focus on the Six Pillars of Character (Trustworthiness, Respect, Responsibility,

Fairness, Caring, Citizenship). These pillars will apply to most behavioral situations and will be shared with students and families. The Six Pillars of Character will be proactively taught and consistently reinforced throughout the school.

VMGA's discipline policy combined with the Six Pillars of Character are practices aligned with the LAUSD and OCDE Discipline Foundation Policies, requiring every school within VCPS to adopt and implement a school-wide positive behavior support discipline plan. Under the District policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

VMGA will be a Character Counts School. That means that everything we do will be centered on basic values called the Six Pillars of Character, which are shown in the following chart:



Good character is a result of parents and teachers who lay a strong foundation of character development.

What is character?

- Moral character uses our ethical values (like the Six Pillars) in order to be our best self.
- Performance character focuses on values that enable us to do our best work (diligence, imagination, work ethic, dependability).
- Your character is defined by what you do, not by what you say or believe.
- Good character requires doing the right thing even when it's costly or risky.
- You don't have to take the worst behavior of others as a standard for yourself.

- You can choose to be better than that.
- The payoff for good character is that it makes you a better person and it makes the world a better place.

VMGA's School-wide Restorative Behavior Plan

"Do what is right, not what is easy."

Philosophical Foundation

- The behavior vision is based on the **6 Pillars of Character**. We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, and Citizenship.
- **The Tipping Point:** "the moment when something small, or even obscure, changes into something big." (Malcolm Gladwell)

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Character, College, Community

Students build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.

School-wide Proactive Interventions

Restorative Justice Practices and Way of Council

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

Right Tickets

Tickets rewarded for doing what is right. Students going above and beyond to encompass the Six Pillars of Character.

- Students earn Right Tickets for the following positive behaviors:
 - Demonstrating Random acts of kindness
 - Demonstrating Random act of service
 - Following routines/instructions without adult prompts
 - Maintaining Organized materials
 - Completing homework consistently

- Outstanding or improved test scores
- Using courtesy properly
- Self-monitoring to improve behavior
- Taking initiative to improve academics
- Having a positive attitude/ Being a positive role model to peers
- Participating consistently in class

Examples of positive praise that could earn a Right Ticket:

"I noticed..."

- that you did all of your homework this week."
- that your materials are organized."
- that you motivated your neighbor to participate in the group project."
- that you raised your hand more this week."

Google Docs will be used to track positive behavior.

- Students earn 1 Right Ticket per random act or behavior.

Right Ticket Reward System

*calculated per year, rolls over at the semester

*On the LAST FRIDAY of every month, students can redeem tickets for rewards in the office during Advisory.

# Right Tickets	Reward
5	Positive phone call home, take away one Easy Ticket (see below for Easy Ticket definition), free school supply
10	Sweet treat, out of class first pass, first in lunch line pass
15	Free top pass
20	Free dress pass
25	Lunch with teacher
50	"50 Ticket Club" (e.g. dinner with the Principal, movie tickets, iTunes gift card, bowling etc.)

Interventions

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

These policies will be distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work

habits, attendance, and more. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

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

a. Alternatives to Suspension:

1. Warning
2. Loss of Privileges
3. Notices to parents by telephone or letter
4. Referral to the administrator
5. Request for parent conference
6. Way of Council
7. Harm Circle- restorative

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

- In-school suspension
- Suspension
- Expulsion

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

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

Jurisdiction

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

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

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

physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

In-School Suspension

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

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

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

ENUMERATED OFFENSES

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

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

- q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

RECOMMEND FOR EXPULSION OFFENSES

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

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

IMMEDIATE SUSPENSION AND MANDATORY RECOMMENDATION FOR EXPULSION OFFENSES

Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus:

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

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

OUT-OF-SCHOOL SUSPENSION

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

VMGA shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, VMGA shall not include the assignment in the calculation of the student's overall grade in the class.

SUSPENSION PROCEDURES

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

CONFERENCE

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

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

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

NOTICE TO PARENTS/GUARDIANS

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice also

states the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice requests that the parent/guardian respond to such requests without delay.

LENGTH OF SUSPENSION

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

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

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

EXPULSION PROCEDURES

RECOMMENDATIONS FOR EXPULSION

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

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

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

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

EXPULSION HEARING

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

The Superintendent or Principal prepares a written notice of the hearing, which is emailed and mailed, within 48 hours of the request for the hearing, and it is forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice includes:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation

- The opportunity for the student or the student's parents to appear in person at the hearing
- The availability of reasonable accommodations and/or language support
- The opportunity for the student to be represented by counsel

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

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

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

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

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

RECORD OF HEARING

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

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative

Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

WRITTEN NOTICE TO EXPEL

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

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

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

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

SUSPENSION/EXPULSION APPEAL

Parents are notified by the Principal or Assistant Principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. The suspension of a student is at the discretion of

the Principal. A suspension appeal may be made to the Superintendent within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension are considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Superintendent. The student is considered suspended until a meeting is convened by the Superintendent to consider the appeal (within 30 working days). The appeal is considered by the VCPS Governing Board and the family has a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family is sent written notification by the Superintendent, within 24 hours of such decision, including specific reasons why reinstatement was denied, and are given a new eligibility review date. The decision of the VCPS Board of Directors is impartial and final. VMGA will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

REINSTATEMENT AND READMISSION

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

REHABILITATION PLANS

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

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

EXPULSED PUPILS/ALTERNATIVE EDUCATION

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

STAFF RETIREMENT ALLOCATIONS

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

RESPONSIBLE STAFF MEMBER

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

STRS REPORTING

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student shall be required to attend VMGA. Students who opt not to attend VMGA may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in VMGA shall be informed during open enrollment on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in VMGA, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at VMGA. Employees of the District who choose to leave the employment of the District to work at VMGA will have no automatic rights of return to the District after employment by VMGA unless specifically granted by the District through a leave of absence or other agreement. VMGA employees shall have any right upon leaving the District to work in VMGA that the District may specify, any rights of return to employment in a school district after employment in VMGA that the District may specify, and any other rights upon leaving employment to work in VMGA that the District determines to be reasonable and not in conflict with any law.

All employees of VMGA will be considered the exclusive employees of VMGA and not of the SAUSD. Sick or vacation leave or years of service credit at SAUSD or any other school district will not be transferred to VMGA. Employment by VMGA provides no rights of employment at any other entity, including any rights in the case of closure of VMGA.

ELEMENT 14 –DISPUTE RESOLUTION PROCEDURES

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND OCDE

VMGA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. VMGA is willing to consider changes to the process outlined below as suggested by the District.

VMGA and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between VMGA and the District, VMGA staff, employees and Board members of VMGA and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and VMGA Superintendent, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, VMGA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and VMGA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and VMGA.

INTERNAL DISPUTES

VMGA shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. VMGA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at VMGA shall be provided with a copy of VMGA's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to VMGA.

ELEMENT 15 –CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

The following procedures shall constitute the “Closure Protocol” and shall apply in the event VMGA ceases to be a charter school or otherwise closes for any reason.

Any decision to close VMGA as a charter school operating pursuant to this Charter shall be documented by official action of the VCPS Board (“Closure Action”), and will identify the person or entity responsible for all closure-related activities and actions. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and VMGA has exhausted all appeal procedures to County and State Boards of Education, the VCPS governing body votes to close VMGA, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and the California Code of Regulations sections 11962 and 11962.1.

VMGA governing body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

VMGA will provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

VMGA will promptly notify parents and students of VMGA, the District, the Orange County Office of Education, VMGA’s SELPA, the retirement systems in which VMGA’s employees will participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

VMGA will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close VMGA.

VMGA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, VMGA will provide parents, students and the District with copies of all appropriate student records, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. VMGA will ask the District to store as necessary original records of Charter School students. All student records of VMGA shall be transferred to the District upon school closure. If the District will not or cannot store the records, VMGA shall work with the Orange County Office of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, VMGA will prepare final financial records. VMGA will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to VMGA, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by VMGA shall be the responsibility of VMGA and not the District. VMGA understands and acknowledges that VMGA will cover the outstanding debts or liabilities of VMGA. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

On closure of VMGA, all assets of VMGA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending VMGA, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the VMGA nonprofit public benefit corporation and, upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, VMGA shall remain solely responsible for all liabilities arising from the operation of VMGA.

As VMGA is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of VMGA and student transfers.

In addition to the final audit, VMGA shall also submit any required year-end financial reports to the California Department of Education, the Orange County Superintendent of Schools, and the District, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

VMGA shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ADDITIONAL PROVISIONS

FACILITIES

The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Ed. Code § 47605(g).

VMGA is searching for an appropriate private, temporary facility. For the first year of operations we anticipate needing five classrooms, three offices and multi-purpose space, plus outdoor space. Our team has extensive experience with facilities in both Orange County and Los Angeles and we are confident we will secure an appropriate facility before school opens in August 2021.

Long-range facilities needs include appropriate classroom space for 500 high school students, with 22 classrooms, 4 offices, science labs, a music room, art studio and multi-purpose/gymnasium, plus outdoor sports space. Again, we are confident our experienced Vista Schools team will be able to identify and secure an appropriate facility as the Charter School grows to meet our long-term facilities needs.

ADMINISTRATIVE SERVICES

“The manner in which administrative services of the school are to be provided.” Ed. Code § 47605(g).

VMGA will procure its own administrative services through an appropriately qualified third-party contractor. VMGA plans to contract with qualified experienced charter schools back-office provider (currently ICON School Management). Vista will ensure that its “back office” organization has capacity to provide the following services:

- Budgeting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

VMGA will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. VMGA shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

“Potential civil liability effects, if any, upon the school and upon the school district.” Ed. Code § 47605(g).

VMGA shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. VMGA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of VMGA.

Further, VMGA will continue to have a memorandum of understanding with the SAUSD, wherein SAUSD shall indemnify the SAUSD for the actions of VMGA under this charter.

The corporate bylaws of VMGA shall provide for indemnification of the VCPS Board, officers, agents, and employees, and VMGA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of the OCDE and VMGA’s insurance company for schools of similar size, location, and student population. VMGA shall be named an additional insured on the general liability insurance of VMGA.

The VMGA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605(g).

Attached, as Appendix 3, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative
- VMGA’s Fiscal Policies & Procedures

These documents are based upon the best data available to VMGA at this time.

VMGA shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the SAUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the OCDE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

VMGA shall provide reporting to the SAUSD as required by law and as requested by the SAUSD including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

VMGA agrees to and submits to the right of the SAUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, VMGA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SAUSD.

INSURANCE

VMGA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the SAUSD and VMGA's insurer. The SAUSD shall continue to be named as an additional insured on all policies of VMGA.

TRANSPORTATION

VMGA will not provide transportation to and from school, except as required by law.



Jacob Pepper
Athletic Director
Anacapa School
814 Santa Barbara St.
Santa Barbara CA 93110

April 26, 2022

Executive Committee
CIF Southern Section
10932 Pine Street
Los Alamitos, CA 90720

RE: 2021-2022 CIF Athletic School Year Evaluation

CIF Southern Section Executive Committee,

As a new member in 2021-22 to the Southern Section of CIF, our school Anacapa enjoyed an athletic year of excitement, opportunity and growth for our students. As a small school, finding balance between academics, athletics and other student interests is a priority that our faculty and staff take seriously and met with cooperation, communication and flexibility.

This past year, our school was able to field 7 varsity teams across three seasons. For fall, we had a very competitive cross country boys and girls team, along with girls volleyball. For winter sports we fielded boys and girls basketball teams and for this past spring, we had girls beach volleyball and boys court volleyball.

As a new member of the recently reformed Condor League, we enjoyed consistent competition with Midland School, Oak Grove and Besant Hill. We were also fortunate to schedule additional non league games with nearby schools such as Providence, Laguna Blanca, Foothill Tech and La Reina. We are excited that next year our Condor League will expand into a 5 team league including the previously mentioned schools along with Providence. Moving from a 4 team league to 5 will guarantee us more competition and be able to secure viable league numbers for all sports next year, possibly even expanding into swimming and tennis.



In consideration of moving from a probationary school to a full-membership school next year, Anacapa's overall experience with CIF athletics this year was outstanding. We believe that our athletic programs will grow and the competitiveness of our teams will rise. We have started with mostly 9th and 10th grade students and over the course of the next several years should be able to build on this new foundation of athletics as a strong and stable tool to build on the overall student experience at our school.

Even with the overall success of this year, it was not without its challenges. As a small school, sharing athletes, staying healthy, keeping high academic standards and navigating facilities were of most importance to stay on top of. I can say that with our excellent staff, coaches and administrators, together we were able to keep our student athletes engaged, energized and confident that they can handle all that being a student athlete means and represents to the community. Furthermore, maybe most importantly, is the confidence our students have built in themselves as they play sports they've never tried before, compete with other schools and share in the joys of victory and the lessons of defeat.

We have been thrilled to take on this exciting role and give our students one of the greatest experiences they can have through high school athletics. We are very proud of our accomplishments this year and we look forward to building on this inaugural year for many seasons to come. Please consider our school for full membership for the 2022/2023 school year.

Thank you.

Respectfully,

Jacob Pepper
Athletic Director
805-453-2027
jacob@anacapaschool.org



April 14, 2022

CIF Executive Committee,

Entrepreneur High School is a fairly new Charter School located in Highland, CA with a student population of around 550 students. Coming off the 2020-21 Covid-19 school year in which athletics was not offered at Entrepreneur High School, we were excited to reboot our athletic programs here on campus. During the 2021-22 school year, the following sports were offered; Fall Season - Cross Country, Winter Season - Boys & Girls Basketball, Coed Soccer (competed as a Boys team), and Traditional Cheerleading, Spring Season - Baseball, Softball, and E-Sports. All sports had varsity teams only with the exception of Boys Basketball which also had a Junior Varsity team as well. We had the intent of fielding a Track & Field roster, which ultimately was canceled due to lack of student interest and participation. We were very pleased with the overall growth and improvement within our athletics department this school year with multiple teams on campus earning their first win in program history! Another first for us was hosting two basketball games on campus that had sold out crowds. In May we are scheduled to host our school's first school wide athletics banquet, which allows us to celebrate our student-athletes accomplishments together as a Panther Community. This year's banquet will be the unveiling of our school's newly designed letterman patches, which all of our students are very much looking forward to.

We are very proud to have recently entered into a Rewards Agreement Program through BSN Sports to have them be our school's official apparel and equipment provider. All of our sports programs had new Under Armour or BSN branded uniforms. We believe that this new partnership will provide the necessary resources to continuously improve our athletic facilities on campus and expand our athletics department by introducing new sports offered in the coming years. I would like to thank the committee for the opportunity to speak on behalf of our ever growing campus and all the amazing milestones, achievements and memories that were made this year. We believe full membership status within the CIF-SS is the natural next step for our school to progress to the next level with our goal of joining a small school league in our area.

Thank you for your time and consideration,

Daniel Hornsby

Athletics Director



FIRST BAPTIST SCHOOLS

1000 Pine Avenue, Long Beach, CA 90813 | www.firstbaptistschools.org | 562.432.8447

April 29, 2022

To whom it may concern:

Hello, my name is Juan Hernandez. I am the athletic director at First Baptist Schools in Long Beach. This past year our school had the privilege to begin the process to join CIF Southern Section and we counted it as an honor. In 2021-2022 we had the opportunity to field boys and girls varsity basketball teams as well as a girls varsity volleyball team. We were hoping to field a Boys Varsity Volleyball team but were not able to this year.

We are grateful that CIF schools allowed us to scrimmage their teams and had a great time competing against them. These schools were well organized and helped us learn what it takes to be part of CIF Southern Section. We are looking forward to scheduling games again this coming 2022-2023 season and hopefully joining a league soon.

Our gymnasium will be remodeled this coming summer to better fit the standards of CIF Southern Section. Thank you again for the opportunity. Our school is looking forward to being part of CIF Southern Section as a member.

Sincerely,

Juan Hernandez
Athletic Director
First Baptist Schools

Over 30 years of quality, Christ-centered education.

Dave Delaney, Pastor

Carl Vallesteros, Administrator

5B3



April 4, 2022

Board of Directors

Mr. David Harkham
President

Mr. Michael Neumann
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Administration

Rabbi M Benzaquen
Honorary Founder

Debora Parks, Ph.D.
Head of School

Mr. Nathaneal Harkham
Community Liaison

To Whom It May Concern:

Harkham-GAON Academy is in a new location (rented space) that doesn't have sports and recreational facilities, so we started the year with a focus on endurance and flexibility, stretching thoroughly to start PE four times a week, and ending with a middle distance run around a couple of city blocks. We then moved on to playing sports at Roxbury Park, which is a 20-minute walk from our school; these sports included basketball, touch football, soccer, tennis, kickball, and track. Each session was one and a half hours, twice a week. During basketball season, we held basketball practice at a nearby school gym on Tuesday evenings from 5:30-7:30.

We will continue to play basketball and football for the remainder of the year, and we will continue to offer tennis to interested students. Due to continuing COVID concerns, we predominantly kept our games and competitions outside and in-house, and hopefully, competition against other schools will return to normal for the upcoming school year.

Please let me know if you need any further information. Thanks to you and the California Interscholastic Federation's continued support of Harkham-GAON Academy.

Best regards,

A handwritten signature in blue ink that reads 'Debora Parks'.

Dr. Debora Parks
Head of School
Harkham-GAON Academy
Cell: 626-824-9969



CIF Evaluation 2021-22 School Year

Recovering from Covid shutdowns last year has been a struggle for the Athletics Program at Lakeview Leadership Academy (LLA). We ended the 2020-21 school year without an athletic director, which meant that the normal pre-planning didn't take place for the current 2021-22 school year. When school started in August, we still didn't have an Athletic Director (AD). This hurt the chances for **Girls Volleyball** to actually have games, although try-outs took place and a team was formed. Girls Volleyball practiced until December. Initially, nine (9) girls on the volleyball team and now it is up to fourteen (14) girls. They continue to prepare for competition in the upcoming 2022-23 season. With an AD now in place, we have someone to take care of the scheduling and we already have three varsity level matches scheduled.

XC boys and girls were offered at our site, however, only five (5) boys came out for tryouts and became team members. Coach Cook was able to get into some meets with the larger high schools (3 plus the finals). Even the large high schools in the area were way down on XC participants, so overall the XC season was good, except that no females participated.

The AD that finally took over towards the beginning of September, Ms. Nelson, did her best to round up some games for soccer and basketball season. We were unable to join the Agape league despite an eagerness to do so. At the end 2022-23 school year, the league has asked us to present again for membership after an upcoming vigorous freelance season. In my opinion, I feel like the sports program at LLA is up to par with most of the schools in the Agape league, but the decision was up to them.

Both **Boys and Girls Soccer** were offered and each had a coach eager to get them ready for competition. Unfortunately, only the boys came out and it was another disappointing turnout for the girls with only two (2) showing up. That is where the disappointment ended, because the **Boys Soccer team** had our largest turnout and cuts actually needed to take place. Coach Alfonso Hernandez and his twenty-three (23) boys had an amazing season. The boys went 4-2 in their shortened six (6) game season. They actually beat the 1st place team in the Agape league twice and were very competitive.

Girls Basketball had eleven (11) players on it. They went 0-4 in the four games that were scheduled for them. Most of the girls were ninth graders with lots of time to improve, and given the short time period to prepare for a varsity season, it was an expected outcome. Coach Trujillo is already getting the girls ready for better results in the 2022-23 season. Not being in the league makes scheduling more difficult, but currently working on getting at least ten (10) games for each sports team next year.

Boys Basketball was another bright spot for our growing sports program at LLA. The team of eleven (11) boys under the guidance of Coach Washington not only battled against opposing teams, but also against a small Covid outbreak on the team. The eleven-player squad was around seven or eight in most of their games. Despite all the obstacles they went 3-4 in their seven (7) games and were very competitive with a bright future considering six of the players were ninth graders.

Competitive and Non-Competitive Cheer round out the rest of the sports offered during the 2021-22 school year. Coach Thomas had eight (8) participants throughout the year. Two (2) boys and six (6) girls. The sports program bought some very nice cheer mats and uniforms. They are on their way for this hopefully growing cheer program in 2022-23.

In conclusion, as the current AD (Brian Scarpance), I will be focusing on these same sports for the 2022-23 school year with the hopes of entering the Agape league at the conclusion of 2023. The school has the facilities necessary to make these initial offerings happen. In order to offer more sports, we would require additional facilities. After being accepted into the league, I know Lakeview Leadership Academy will be ready to push the sports program forward into the future. I have no doubt that without the Covid pandemic we would already be at that point, but sometimes “two steps forward and one step back” as the saying goes happens.

Brian Scarpance
Athletic Director
Lakeview Leadership Academy



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(310) 605-2510
lecs@lifelinecharterschool.com

High School
Mr. Obed Narley
Campus Administrator
(310) 627-2756
o.narley@lifelinecharterschool.com

Middle School
Mrs. Judy Bookman
Campus Administrator
(310) 935-0197
j.bookman@lifelinecharterschool.com

Upper Elementary School
Mrs. India Preto
Campus Administrator
(310) 594-8269
i.preto@lifelinecharterschool.com

Lower Elementary School
Mr. Obed Narley
Campus Administrator
(310) 627-2756
o.narley@lifelinecharterschool.com

Mrs. Jillian Smith
Campus Coordinator
(310) 935-0804
j.smith@lifelinecharterschool.com

2021-2022 CIF Evaluation Lifeline Education Charter School

At Lifeline, we have had an eventful journey on our quest to be a part of CIF. Being back on campus raised the morale of all but there were still many COVID obstacles along the way. We lost all our coaches due to COVID and every equipment order seemed to be delayed, yet we put together four sports programs for the first time in our school's history.

COVID: Like most small schools in Los Angeles, COVID took its toll on our athletic department from November through January. We only had about 30% of our students and roughly 50% of our staff on campus including our coaches. With only 270 students on campus, it was an eerie time to say the least.

This school year, our administration and student-athletes have shown perseverance and dedication to finding solutions to the problems we have encountered. Our cross-country team took field trips to trails in Los Angeles to get a better feel for the uphill meets. We did not have a soccer field, so we connected with St. Frances X. Cabrini Catholic School and now have a brand-new turf field to use. When we did not have a basketball gym, we utilized the Salvation Army across the street from our campus for both teams. Our track and field team has two days of practice at Compton College to get a better feel for the track. Regardless of the situation, we will continue to find ways to give our kids the necessary outlets.

We found dedicated coaches for our basketball and soccer teams after our coaches quit a week before the season, got brand new jerseys for all our sports programs, and got shoes/cleats donated to our programs to help our families.

Sports Programs:

Cross-Country (Coed):

Team: 4 boys/4 girl

Meets: Palos Verdes Invitational; Canyon Hoka Postal; Mt. Sac XC Invitational

Notes: We had a few DNFs at our first official meet, but we had two runners place top 10 in our division at the Mt. Sac Invitational.

Basketball (Boys):

Team: 9 Boys

Record: 3-5

Notes: Six games were canceled due to COVID.

Basketball (Girls):

Team: 6 Girls

Record: 3-3

Notes: All our games were impacted by COVID. When we had enough girls, our opponents canceled due to COVID. In January, 70% of our athletes and all of my coaches, including myself, all had COVID.



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lecs@lifelinecharterschool.com

High School
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Middle School
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j.bookman@lifelinecharterschool.com

Upper Elementary School
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Lower Elementary School
Mr. Obed Narthey
Campus Administrator
(310) 627-2756
anarthey@lifelinecharterschool.com

Mrs. Jillian Smith
Campus Coordinator
(310) 935-0804
j.smith@lifelinecharterschool.com

Soccer (Coed):
Team: 15 Boys; 2 Girls
Record: 3-5
Notes: We had four more games get canceled due to COVID.

Track & Field (Coed):
Team: 2 Boys/2 Girls
Meets: Big Meet-Moreno Valley
Notes: We only have freshmen competing and their times did not qualify for several invites. We did two practice meets and had a frosh/soph invite to match the level of competition.

Goals Moving Forward

Here at Lifeline, we strive to make our students' high school experience the best we can. We are looking into adding volleyball, dance, and E-sports teams in the next two years. We are also in the process of receiving sponsorships and donations for the next school year. Lastly, our school is looking to expand in the coming years to make room for the growth of our student body and athletic program. We are also introducing a summer conditioning program to establish continuity of the sports program at Lifeline and to provide additional opportunities for students to develop their physical abilities.

There has been so much growth to our program over the last two years and we are excited for what is yet to come at Lifeline. We have found a dedicated staff and a group of student-athletes who are ready to put the hard work necessary to succeed in everything put in front of them.

Prepared by:

Kevin Flohr
Athletic Director
Lifeline Education Charter School



LOMPOC VALLEY BAPTIST CHURCH

Travis Collins, Pastor

LVBC

700 E College Ave . Lompoc, CA . 93436 . (805) 735-7807 . www.lompocvalleybaptist.org

Dear CIF Committee,

We at Lompoc Valley Baptist School thank you for your patience this past school year. We are truly sorry for sending this evaluation letter late, and do apologize for any inconvenience it may have caused. As regarding this last year, we faced many difficulties with getting our sports program through all the many covid hurdles. We have lost a few of our leading athletes to grades, life style choices, and sadly expulsion. With that being said, we spent this year regrouping and focusing strongly on our students' academics, an investment into their personal lives. The sad toll of this year was that we weren't able to have any winter or spring sports for this past year. We were able to do girls volleyball and boys cross country in the fall, and everything ran smoothly for the most part there. Thankfully seeing that we are essentially out of the pandemic hinderances and burdens, we look forward to this upcoming school year with great glee. We are planning on having a full jam-packed season with our students eagerly waiting to start sports up again. We have a plan for our sports to be up to the CIF level of requirements to play in this great program. We do plan on having sports for both boys and girls for all seasons of sports competition. These past three years, have been a struggle getting our seasons pushed forward, and we do know a lot of that is based on the craziness of a pandemic, but also a lack of knowing what we were getting involved in. There have been changes to our staff, and going forward we believe we will have the greatest year coming up. This past year has taught us plenty of what needs to be improved on, and what needs to be enforced stronger.

Aaron Snyder

Headmaster of

Lompoc Valley Baptist School



2840 W. First Street
Santa Ana, CA 92703

Dear CIF SS,

Thank you for providing us the opportunity to become a full member of CIF. We have been accepted into the Western Athletic Conference. During our probationary period we have been able to field coed soccer, coed basketball, boys volleyball and girls volleyball all at the Varsity level. Total competitions for the year is 54 not including tournament matches. We have 3 coaches for our soccer program, 3 coaches for basketball and 1 coach for volleyball. Volleyball has been very successful and will be gaining an additional coach. Our coaches have proven to be professional, successful and have been integral in building our program. It is due to the excitement and dedication of our students as well as the professionalism and expertise of our coaching staff that we have made us accountable for our competitors. We have not had to cancel any competitions. Next season we will add girls basketball as well as cross country.

Covid was certainly a challenge for us though I'm proud of my school for keeping our standards high, testing based on the recommendation of the state as well as the neighboring school districts. We have been able to stick to the best practices and this shows in a low transmittance rate.

Some of the changes we have undergone is having an official regulation volleyball court installed in our gym utilizing equipment from Sports Imports with installation provided by TD Sports West. Our home field for soccer will be Centennial Park and Santa Ana College. Other changes include adding sports beginning in elementary grades which mirror our top 3 sports of soccer, basketball and volleyball. We also have partnered with other like minded middle schools and have created a league called OCCSL which helps us develop our sports program.

Thank you for your time and consideration,

Sincerely,

Steven Keskinturk-Principal

Spencer Solomon- Athletic Director



Newport Christian School

Newport Beach, CA

April 20, 2022

CIF Southern Section 10932 Pine St.
Los Alamitos, CA 90720

To Whom It May Concern:

During the 2021-2022 school year, Newport Christian School participated for the third year as a probationary member of the CIF Southern Section.

Last year, we submitted a proposal to the CIF offices to see if we would be given full membership status. We heard back from the offices that the decision was made for us to remain on probation because we did not field enough teams. Although we were disappointed, it pushed us to add more sports and work towards getting granted full membership status. We added boys' cross country, boys' volleyball, and girls' track and field. We had a sport available in each season for both genders.

Our students were excited to participate and get involved in many new sports this year. In just our first year of varsity mens' volleyball, our team was able to take home the league trophy with an undefeated season. In the different CIF sports, we took home two league championships.

Over the past four years, our school enrollment has gone from less than 200 students to this year being just under 500 students. Our five-year plan is to add men's baseball, woman's softball, men and woman's soccer, and potentially eight-man football. With the growth our school has seen over the past four years, we could easily see us doubling the amount of sports we offer here at NCS.

Once again, we want to make sure it is clear that we had an amazing experience being part of CIF this year. We created new relationships with other schools. We thank the Southern Section for allowing our school to compete this past school year. **We hope you will strongly consider granting us full membership status this upcoming school year.**

Please let us know if there are any questions we can answer for you. We look forward to hearing back from you regarding our request for full CIF membership status.

Sincerely,

Dan Willard
Athletic Director Newport Christian School



To: CIF Southern Section
Attention: Sharon Hodge
10932 Pine Street
Los Alamitos, CA 90720

From: Orange Crescent High School
1 Al-Rahman Plaza
Garden Grove, CA 92844

Membership Status Letter

I am writing this letter explaining the status of our athletic program. The 2021-2022 school year was an excellent year for our athletic program. We were able to offer basketball and tennis for boys and girls. We still have small high school; only 9th and 10th grades. We have total of 28 students in high school. However, almost every single students participated. We are hoping next year we will have 11th grade and our athletic program grows. We are going to offer basketball, tennis, and track and field as we see a demand. We hope that CIF can understand our current situation and we look forward to starting our athletic program next school year 2021-2022.

Thank you for a great experience.

Ahmad Almutawa
Athletic Director



**PALMDALE ACADEMY
CHARTER SCHOOL**

Palmdale Academy Charter School

Dr. Kathya Arriaran-Buono, Principal

Evaluation of 2021-2022 Athletic School Year

Palmdale Academy Charter school is a brand new high school in the Palmdale School District. We were able to field a lot of sports despite this being our first year and trying to maneuver through the day to day. This school year we had boys and girls soccer, boys basketball, baseball, and boys and girls volleyball. We are adding cross country, girls basketball, track and field and softball for next year.

When it comes to our facilities here at Palmdale Academy Charter School we are having a brand new CIF certified track and field being built at the current moment on our campus. It is projected to be ready in June of 2022. We will be able to have our home games here and so much more. Our athletic director is currently helping to make improvements to our baseball field and soccer field.

Overall we have had a successful year with our sports here at PACS. The students continue to share with us how happy they are with the sports and how much they enjoy being on the team. We also were able to get the sports uniforms/jerseys needed to play each sport and this made the students very proud. This experience has helped to build the culture here at the school and it has improved our school pride. We have had some difficulty scheduling games but this is just "growing pains" with us being a brand new high school in the district. In the coming years things will improve for us. Once we get our name out there and the surrounding schools know who we are, things will get better. We have greatly enjoyed our first year with sports.



37315 60th Street East
Palmdale, CA 93552



(661) 533-7400
(661) 533-7445 Fax
www.palmdalesd.org/sh





PASADENA WALDORF SCHOOL

ATTN: Sharon Hodge

CIF Southern Section,

This is from the Pasadena Waldorf School, member of the International League.

For the 2021 - 2022 seasons, Waldorf had a wonderful fall season. Our Girls Volleyball did extremely well. The ending of the season was unfortunate. Two of the girls got internships and had to leave the team. Happy for the girls, but it did make us have to forfeit end of season games. Our up and coming freshman volleyball players are eager to join the team next year, and we do not lose any of the current players do to graduation.

Our Fall soccer team went undefeated and won a League Championship. The International League was granted allowance to play Boys Soccer in the Fall since non of the schools field Football teams.

This was the first year Waldorf was not in a Multi-school agreement, and the parents were thrilled to see our teams in Waldorf colors again.

The Winter and Spring seasons took a tumble. We were unable to field Basketball teams, and fell one player short of getting a Boys Volleyball team going.

Looking ahead, we started an after school sports program, getting the players back on the court and making them feel ready and more confident so as to join the teams next year.

Thank you,

Erin Semin-Walsh, Principle

Blake Bailey, Athletic Director



PASADENA WALDORF SCHOOL

Frances Mercia

Registrar

626.794.9564 x202

Lower School (Mailing Address)

209 East Mariposa Street
Altadena, CA 91001
626.794.9564

High School

1539 East Howard Street
Pasadena, CA 91104
626.204.0756

Business & Development Offices

508 East Mendocino Street
Altadena, CA 91001
626.765.9978

pasadenawaldorf.org

April 25, 2022

CIF Southern Section
10932 Pine Street
Los Alamitos, CA 90720

To whom it may concern,

The purpose of this letter is to detail the 2021 - 2022 athletic school year for the San Jacinto Leadership Academy. The San Jacinto Leadership Academy opened this school year with 9th grade and is looking forward to adding 10th grade next year. During the fall season, we were able to field boys and girls cross country and girls volleyball. As we moved into the winter season, SJLA competed in boys/girls basketball and boys/girls soccer. Finally, our spring season saw our Lions compete in baseball, softball, and boys' volleyball.

Next school year we look forward to fielding both boys and girls tennis. We also have plans to add boys and girls golf, but low numbers may push that back to the 2023 - 2024 school year. Facilities at SJLA are adequate and one highlight was the renovation of our school's softball field. We partnered with the city's local park and recreation to provide our baseball team a home field. We look forward to building on our first year of high school athletic competition. If there are any questions or concerns, please contact Michael Luna at mluna@sanjacinto.k12.ca.us.



Michael Luna
Assistant Principal/Athletic Director
San Jacinto Leadership Academy
Home of the Lions

Dr. David Pyle, District Superintendent

Dr. Sherry Smith
Deputy Superintendent - Personnel Services

Seth Heeren
Assistant Superintendent - Business Services

John Roach
Assistant Superintendent - Educational Services

Board of Trustees

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April 22, 2022

Dear CIFSS,

Despite COVID struggles and staff changes impacting our athletic year, TREE Academy had a positive return to athletics during the 2021/2022 school year. After two years of little to no sports in our school, the return to athletics this year was crucial to the social and emotional well-being of many of our students this year. While we experienced challenges in each of the three athletic seasons, this year was a terrific learning experience and stepping stone for our school in our pursuit to grow our athletic program. Throughout the school year, we were able to field a Girls Volleyball team, a Boys Volleyball team, and a Boys Basketball team.

In October, we were informed that our longtime Athletic Director, Gene Kim, would be leaving us. I was asked to step in and take over our athletic program, which I was more than happy to do. However, being a first-time Athletic Director starting in the middle of a season came with its own set of challenges. Under extremely short notice, we were able to get one game scheduled for our Girls' Volleyball team. The girls team continued to practice and scrimmage for the duration of the Fall semester, and it was a breath of fresh air for our students who had not had many athletic opportunities since the start of the pandemic.

During the Winter season, we were able to field a competitive Boys Basketball team. Unfortunately, this time came during another Covid spike, and we were forced to effectively end our season after 3 games. We were hopeful for a 10-12 game season, but upon returning from Winter Break the rest of our games would end up being canceled one by one due to covid cases either within our own community or within our upcoming opponents' community.

As COVID cases began to drop and we entered the Spring Season, our Boys Volleyball program got underway. We were fortunate enough to get 7 non-league games for our Boys Volleyball team, and despite their struggles as a team (1-6 record), there were much more positive feelings felt throughout our community.

In terms of facilities, being a new and small school, we are limited in our facilities. We currently have one outdoor basketball court that is converted to a volleyball court during volleyball season. We are hopeful to reach an agreement with a new park opening up very close to our school, where we would be able to use their gym, outdoor grass area, and swimming pools. This could open up a world of new opportunities for us to offer a variety of sports for our students such as swimming, soccer, track and field, and much more. In doing so, I have hope that within the next year or two we will be able to hold 2 full sports teams for each season and hopefully become full status in CIF, gaining playoff eligibility. In addition, I am looking forward to beginning my first full year as Athletic Director and continuing to learn the ins and outs of my new position.

Eric Heydari
TREE Academy Director of Athletics / Head Basketball Coach
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March 28th, 2022

Dear CIF Executive Committee,

I am write this letter chronicling The University Career and Sports Academy's last two years as a probationary member of CIF-SS. As the Southern Section office is aware, the previous years have provided academic and athletic challenges. However, the UCSA student athletes were able to use their athletic talents to compete in a variety sports:

During the 2020-2021 school year UCSA students competed in the following sports:

- Girls VB practices, and scrimmages.
- 8-man varsity football
- Girls Track & Field
- Boys Track & Field

During the 2021-2022 school year, the UCSA Student athletes have competed in:

- Girls Volleyball
- 8-man varsity football
- Coed Soccer [full season of practices Nov. - January, but limited game schedule]
 - Our Senior Boys and Girls just competed in an East vs. West Cross Valley-Agape League Senior Games for Soccer]

UCSA is also currently competing in as a member of the CVL/Agape League in :

- Girls Track & Field
- Boys Track & Field

This year UCSA again expanded its weight room through the purchase of additional training equipment, and has made further improvements on its practice field [approximately 70 yards x 30 yards, with a 1/4 th of a mile dirt track around it]. These improvements have enable the existing athletics teams at UCSA to practice on campus, and they provide a location to train the student athletes involved in the athletics programs we are developing. Additionally, UCSA became an Accredited High School, and is a member in good standing in the Agape/Cross Valley league. Both of these have further helped bring consistency to the academic and athletic programs we are able to provide.

Although UCSA is still establishing athletics teams, these last two years have allowed UCSA to grow its programs, compete with other schools, and complete a second calendar year of probationary status. Therefore, the administration at the University Careers & Sports Academy, requests that the CIF Executive Committee grant full CIF membership to UCSA beginning in the fall of 2022.

Thank you for your consideration, and the opportunity to represent our community as a member of the CIF Southern Section.

Sincerely,

George Neos
UCSA Director of Education